

SCOTTISH EDUCATION DEPARTMENT

# Report of the Working Party on the Curriculum of the Senior Secondary School

*Introduction of the Ordinary Grade  
of the Scottish Leaving Certificate*



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## NOTE

Throughout the Report we use the following terms in the sense given below:

course = a combination of subjects studied regularly and systematically over a certain period of time.

a Certificate course = a course leading to presentation on either grade at the Certificate examination.

curriculum = the sum of all courses provided in a school.

a subject course = regular and systematic study of a subject for two or more years.

a short course = a subject course started later than normal, e.g. in the third or a subsequent year.

syllabus = the content of an individual subject course.

senior secondary education = the education given to pupils following Certificate courses.

TO W. F. ARBUCKLE, ESQ., C.B.

*Secretary, Scottish Education Department*

SIR,

In Circular No. 312, which was issued to education authorities and other school managers on 23rd July, 1955, it was announced

- (a) that the Secretary of State had decided to amend the regulations governing the award of the Scottish Leaving Certificate so as to enable pupils in the fourth year of an approved course to be presented in as many subjects on the Lower <sup>(1)</sup> grade as they were considered by the school authorities to be fit to attempt and at the same time to make appropriate adjustments in the standard of the Lower <sup>(1)</sup> grade examinations, and
- (b) that a review would be undertaken of the whole curriculum of the senior secondary school to take account of this change in the examination arrangements and to ensure as far as possible a regular progression in the various courses up to the stage of the Certificate examination.

We have been charged with this review, the terms of our remit being: "To consider how senior secondary courses should be organized so that the varying educational needs of the pupils who embark on these courses can be adequately met and to make recommendations as to the general conditions which should in consequence govern the award of the Scottish Leaving Certificate on both the new Ordinary grade and the existing Higher grade."

We now have the honour to submit the following Report.

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(1) It has since been intimated that, to avoid possible misunderstanding, the new grade will be referred to as the "Ordinary" grade.

# Part 1: Organization of Certificate Courses

## INTRODUCTION

### EDUCATIONAL REASONS FOR RE-ORGANIZING COURSES

1. In undertaking the review entrusted to us, we found it necessary to keep constantly in mind the educational reasons which lay behind the Secretary of State's decision to amend the existing examination regulations and introduce into the fourth year the examination on the Ordinary grade. We mention some of these considerations here, since they have an important bearing on all our recommendations, particularly on those which deal with the organization of Certificate courses. (Certain practical advantages which it is hoped to obtain from holding the examination on the Ordinary grade in the *fourth* year are discussed later (paragraphs 160-163) since they are closely related to the type and standard of the examination itself.)

2. Concern has been felt for many years that the number of pupils who successfully complete Scottish Leaving Certificate courses is so small compared with the number of those who are allocated to them, and this concern has of late been steadily increasing. Figures submitted to the Department <sup>(2)</sup> and made available to us show that rather less than a third of the pupils who embark on such courses actually gain a certificate, even including those whose certificate records a single Lower grade pass. The majority of the others leave school without completing the fourth year of their course; many do not complete even the third. Some pupils, it is true, leave before the end of their course in order that they may gain practical experience and undertake further education in the narrower field of their chosen career; for certain of them this may in fact be the most satisfactory next step in their education. Too few pupils, however, on leaving school, continue to take any form of organized education at all commensurate with their abilities. At a time when there is an urgent need to increase the pool of highly qualified men and women, the resulting loss is one which the nation simply cannot afford.

3. Although the proportion of pupils remaining at school beyond the statutory leaving age is increasing yearly and is higher today than ever before, yet there is no doubt that more pupils ought to be completing a Certificate course than are in fact doing so. Many circumstances—economic, social, and psychological—at present combine to encourage early leaving. The immediate attractions of employment in industry and commerce are factors hard to combat; the indifference of some parents is a source of difficulty for many schools; the earlier maturing of most secondary school pupils is causing some of them to chafe under the discipline of school life. Nevertheless it is impossible to avoid the conclusion that many pupils leave school prematurely because the course they are following fails to satisfy them. Why these courses fail in this way is a question which admits of many possible answers.

4. In the first place, all our evidence goes to show that most Scottish Leaving Certificate courses are still being planned in accordance with the standard traditionally associated with the former "Group" certificate, i.e. one with at least two Higher grade and three Lower grade passes. Investigations carried out by a number of education authorities suggest, however, that rather less than ten per cent. of the pupils in any age-group are in fact capable of obtaining what would have constituted a "Group" certificate. Since from 20 per cent. to 40 per cent. of the pupils in each age-group are admitted to

(2) For example:  
In session 1953-54, the number of pupils stated to be in the first year of five-year courses in public and grant-aided schools was 26,502.  
In 1958, the total number of pupils to whom a Scottish Leaving Certificate was awarded was 8,700.

Scottish Leaving Certificate courses (the percentage varying according to the education area), it follows that many of these pupils must find too exacting the courses at present provided, as also the syllabuses in individual subjects within these courses; the resulting sense of failure and frustration undoubtedly militates against their remaining at school.

5. Secondly, the courses take too little account of the future vocational requirements of a substantial number of pupils, as these requirements gradually emerge. Thus, it is a valid criticism of Scottish secondary education to say that, while schools provide courses which lead directly to university entrance, they less frequently make deliberate and adequate provision of Certificate courses which lead with equal directness to, for example, technical training or apprenticeships. Consequently some pupils come to feel more and more strongly that their school course lacks relevance to the type of career they would like to follow, and they therefore leave school much sooner than they otherwise would.

6. Thirdly, the organization of senior secondary education is too rigid. Much has been done in some schools to reduce this rigidity, for example by introducing additional subjects and by increasing the number of options allowed, but it is still all too customary, especially in the first three years, to fit the pupils to the curriculum rather than the curriculum to the pupils, so that some pupils may find themselves allocated to a course which is by no means the best one for them. Where greater flexibility has been sought, shortage of staff and lack of appropriate accommodation have hampered development, and the conditions at present governing the award of the Scottish Leaving Certificate have themselves discouraged experiment.

7. One further cause of dissatisfaction must be mentioned. Some pupils, even those for whom their course is not fundamentally unsuitable, find that it does not awaken or hold their interest. Tradition dies hard, and, despite the manifold and rapid developments of recent times, many schools have not kept pace with the changes in outlook resulting from these developments. In attracting and maintaining the pupils' interest the schools, it is true, have now to face strong competition from outside. It follows that both the content of courses and the methods of presentation require review, if they are to appeal to the modern pupil. To take only one example, it would be wrong to assume that a pupil of high intelligence finds his main pleasure in reading; on the contrary, he may be more interested in a current television series or in the construction of model aeroplanes. Indeed, the over-literary bias of certain courses has been cited as one of the reasons why many able pupils have lost interest in their work.

8. The need to devise and provide alternative courses for those pupils for whom the present Certificate courses are proving unsuitable and who are in consequence abandoning formal education too early is imperative. We therefore propose to deal first with this aspect of our remit: we make a beginning by reviewing the process of selecting pupils for Certificate courses.

## SELECTION OF PUPILS

### PROMOTION PROCEDURES

9. Only a minority of pupils in any age-group have the ability necessary to allow them to follow a Certificate course with profit. To permit others to embark on these courses would therefore be a grave mistake: not only would this do these pupils a serious disservice, since they would be attempting something they could not hope to achieve instead of following a course designed specifically to suit them in pace and content, but it would also hamper the



progress of those for whom the Certificate courses are appropriate. It follows that some form of selection of pupils for admission to Certificate courses is essential. It is outwith our competence to recommend any particular system of selection, but the effects which certain aspects of promotion procedures have had, or may have, on senior secondary education are relevant to our inquiry and must be considered.

10. In dealing with the promotion of pupils from primary to secondary education, certain assumptions have too readily been made and acted upon. For example, it has been traditional to assign the ablest pupils in any age-group to a course including two foreign languages and the next in ability to a course with one foreign language, regardless of whether such courses are likely to be in accordance with the individual interests, particular aptitudes, and future requirements of the pupils concerned. The use by most promotion boards of this rather narrow and artificial classification has led both to the undue rigidity of curriculum already mentioned and to an excessive emphasis on the literary side.

11. Promotion procedures in general have been considerably improved over the years. They now arrive at a more objective and accurate assessment of each pupil's ability and attainment than was previously reached. Standardized tests, where these are employed, and teachers' estimates, if used, are both directed towards achieving this end. An accurate assessment of the pupils' abilities and attainments is certainly of prime importance for the first broad classification of the pupils, that is, as far as this Report is concerned, for the selection of those pupils who should embark on Certificate courses. When, however, it comes to allocating the pupils to appropriate courses within the school itself, there are other considerations which ought also to be taken into account. It is, for instance, of great value to have some knowledge of a pupil's character (especially his industry, perseverance, and powers of concentration) and of the attitude of his parents to his education. A great deal is known in the primary school about such matters and this information should be utilized much more fully than is generally done at present. There should in this connection be the closest possible collaboration and consultation between the headmaster<sup>(1)</sup> and teachers of the sending primary schools and those of the receiving secondary school, and it should be the duty of the headmaster of the secondary school to ensure that this consultation takes place. Again, by interviewing parents, headmasters both of primary and of secondary schools can help to ensure the understanding and co-operation which contribute so much to a smooth transition from primary to secondary education. It is clear that the work of the promotion boards must be supplemented by such direct contacts if classification is to be as effective as possible. We therefore recommend that promotion boards should confine their decision to the selection of those pupils who show reasonable promise of profiting from a senior secondary education, and that further classification should be the responsibility of the receiving headmaster. Parents will, of course, still have the statutory right of appeal to the education authority and to the Secretary of State.

#### ALLOCATION TO CLASSES

12. In making the initial allocation to classes, the headmaster should have at his disposal the data about his pupils on which the decisions of the Promotion Board have been based. In addition, the personal information passed on from the primary school and the knowledge he has acquired about the desires and outlook of the parents should make it possible for him to take a more balanced decision regarding each pupil than if he were dependent solely on an

(1) Headmaster has been taken throughout this Report to refer to either a man or a woman in charge of a school.

assessment of the pupil's ability and of his attainment in certain primary school subjects.

13. This initial allocation would, of course, be subject to review in the light of the pupils' subsequent progress and the headmaster should have complete discretion to re-allocate pupils at any later stage, subject to the parents' right of appeal to the education authority. Where such re-allocation involves transfer of a pupil from one school to another, this should be arranged by direct consultation between the headmasters of the schools concerned, naturally with the concurrence of the director of education.

## FIRST YEAR OF CERTIFICATE COURSES

14. So important is the first year of senior secondary education, since success or failure in it may determine a pupil's whole subsequent attitude to school, that we believe it merits detailed consideration. In the planning of this year, three aspects deserve special attention:

- (i) it should be made possible for the pupil to adapt himself with growing confidence to the secondary school;
- (ii) a firm foundation should be laid for future work;
- (iii) a more reliable assessment of each pupil's capabilities should result.

Each of these aspects will assume greater or less importance according to individual circumstances.

### (i) *Adaptation to the secondary school*

15. The pupil must first of all adapt himself to his new surroundings. Where transfer to secondary education involves no change of school, this adaptation may be comparatively simple since he will probably be able to find his way about and he will know the teachers at least by sight. By contrast, a pupil from a small one-teacher school may be at a complete loss on finding himself a very junior member of a large secondary school with a thousand or more pupils. A further difficulty for most pupils is that they must accustom themselves to having a number of teachers instead of one teacher for almost all subjects; this diversity may prove for some a stimulus and for others a source of confusion. We are of the opinion that, in order to obviate these and other difficulties, there ought to be one teacher who has a special responsibility for each class. Such an arrangement already operates to a certain extent in many schools. What is essential, however, is that this class master should be continually aware of the implications of his position. He should have at his disposal as much information as is available about each pupil in his class. This information should include particulars about any special home circumstances (e.g. father abroad; pupil living with grandparents) and about the pupil's health. Information about health is sometimes withheld from schools on the ground that it is highly confidential. Since, however, such information may have a bearing on what is expected of a pupil in school, we recommend that the headmaster should be given this information in confidence and should have the right to pass it on, where appropriate, to the class master. The class master should be expected to keep the information about each of his pupils up to date, adding any relevant points that he may learn himself or may have passed on to him, so that the picture is as complete as possible. It is desirable, though not always practicable, that the class master should take his class for his own subject, as this gives him a good opportunity of getting to know the pupils individually. In some schools, a short period of time is also set aside daily for

class master and class to come together. It should be one of the class master's main duties to try to help his pupils over their difficulties, personal and scholastic, and the pupils should know that they can turn to him for advice whenever they require it. It is probable that such a system, which is already functioning in some schools, would enable many pupils to keep abreast of their work who at present fail in the early stages and never completely regain confidence. The class master should, for instance, note when a pupil begins to fall behind in one or more subjects; where necessary, he should take the initiative in having arrangements made for the pupil to receive individual help. This is especially important where a pupil has lost ground through illness or absence from other causes. Furthermore, the knowledge that someone is taking a personal interest in him should enable many a pupil to settle down more quickly and more happily in his new school.

(ii) *Laying a firm foundation*

16. It is essential that a firm foundation in the work of the course should be laid in the first year. The amount of ground to be covered must, therefore, be kept within reasonable limits. Unfortunately the practice of pressing on too rapidly is commoner and more harmful than is generally realized. It is obvious that, since over the country as a whole some 30 per cent. of an age-group embarks on Certificate courses, the range of ability must be considerable. In certain areas, according to evidence submitted to us, some account is taken of this range of ability, but for the most part the present practice is to treat all entrants to Certificate courses as potential *Higher* grade candidates in all or most of their subjects. Where action is subsequently taken to help pupils who are unable to maintain the pace, it is usually done in one of two ways. In some cases pupils are allowed to discontinue the study of one or more subjects. It must, however, be admitted that not only is such a step in a sense an admission of failure but, in the circumstances, the time spent on the subject must be regarded as largely wasted. In other cases the syllabuses they are following in individual subjects is modified. Here, too, there is a grave risk that much harm will already have been done before any action is taken: the pupil may have become confused and, in consequence, basic work may remain insecure throughout his course; moreover, he may have developed a dislike for a subject which he could otherwise have mastered. We are strongly of the opinion that it is educationally sound to start with a limited curriculum and to add to it only when the pupils prove they are capable of carrying a heavier load. A minority of us consider that the courses at present provided from the outset for the very ablest pupils need not be reduced.

17. In our view, since too much is normally attempted in the first year of senior secondary courses, steps should be taken to lighten the courses. This could be done in at least two ways. One of these is so to restrict the syllabus in each subject that it imposes no undue strain and allows ample time for consolidation. The other is to include a smaller number of subjects in the first year of courses than has hitherto been customary. We recommend that headmasters should seriously consider the advisability of applying both methods.

18. If the curriculum as a whole is not to become too heavy, the content of each subject must be kept within reasonable limits. The headmaster should from the outset consult with his heads of department with a view to ensuring that the syllabus in each subject is well within the grasp of the pupils concerned and that it does not demand more time and energy than the pupils can be expected to give to it. After the course has begun, all teachers should be on the alert for any signs of over-pressure, and the class master in particular should watch that the total amount of work expected of his class does not

become excessive. The headmaster in turn must keep the whole situation under constant review and arrange for any necessary action to be taken. It is of the first importance to enable the pupils to consolidate their work thoroughly in each subject. Unless this is done, the pupils will lack confidence and their insecurity in the elements of the subject will be reflected in all their later work. Progress may at first appear to be slow, but much of the time that is so often spent in re-teaching the same material at a later stage can be saved. Especially in the first year, thoroughness is called for rather than speed.

19. When headmasters come to consider the advantages of including a smaller number of subjects in the first year of a course, the question immediately arises which subjects should be selected. In answering this question, a headmaster may find it helpful to decide first which subjects should be studied by all pupils at some stage of their course. Few would dispute the claims of English, history, geography, mathematics, science, physical education, and some form of aesthetic education to a place in every course; it is for the headmaster to decide whether all must be begun in the first year or whether any can be studied with greater advantage at a later stage when the pupils are more mature. Once the headmaster has made up his mind which of these subjects to include in the first year of the course he is planning, he should then consider whether the subjects selected form an adequate and well-balanced range without further addition. If, in his opinion, they are not adequate, he must decide what other subjects to include, having regard to the capacity and interests of the pupils for whom the course is intended.

20. A practical problem which arises from restricting the number of subjects in the first year is that some of the pupils might then appear to be professing too few subjects to fill adequately the number of teaching periods in a week. In such cases, it might not be advisable simply to increase the number of teaching periods given to the individual subjects professed, particularly to examination subjects; there is probably an optimum time beyond which it is unwise to go. Time available can be very profitably used if there is a system of supervised study or preparation periods (paragraph 99). There is much to be said for allowing the class master to take his own class for such supervised study. This would again give him additional opportunity to get to know his pupils better, to keep a watchful eye on their general progress, and to deal with individual problems.

### (iii) *Assessment of pupils' capabilities*

21. Finally, the first year should lead to a clearer assessment of the potentialities of each pupil by providing additional knowledge about his ability, interests, industry, and aptitude for the various subjects he is studying. In undertaking a review of a pupil's work during the year, the headmaster will naturally have the assistance of subject teachers and class masters. The accuracy of his assessment will to a very considerable extent depend on the reliability of the information he receives from them. Each subject teacher must weigh up carefully the qualities shown by the pupils in his subject during the year and indicate as objectively as possible which pupils are likely to be successful in his particular subject and how rapidly they can be expected to progress. The class master, on the other hand, will be concerned rather with ensuring that a pupil is not attempting too heavy or too light a course. He may also have valuable information to offer about the particular interests of some of the pupils in his charge. The headmaster should now be able to assess with greater accuracy than was possible at the promotion stage what each pupil can be expected to undertake with some prospect of success. It will be clearer, for example, whether the course the pupil is following is as much as he can carry or whether he should

now add to it and, in the latter event, from which of the subjects that can be offered he is most likely to profit. While it should be possible to transfer pupils at any stage from one course to another, if this seems advisable, the earlier such a transfer can be made, the greater the advantage is likely to be to the individual pupil. Transfers should become comparatively rare at a later stage if the work of the first year is carefully reviewed and an appropriate decision taken.

22. Occasionally it may be possible to carry out such an assessment of the pupils' capabilities in less than a year and to adjust the time-table accordingly. It might, for example, be practicable in some schools to arrange for the very ablest pupils to start an additional subject after the first or the second term.

## DIFFERENTIATION OF COURSES AND SYLLABUSES

23. As the pupils move up the school, the difference in their rate of progress and in the range of their work becomes more and more marked, and account must be taken of this diversity. Hitherto, however, as has already been indicated (paragraph 16), it has too often been accepted that all Certificate course pupils should initially follow in each subject a syllabus essentially designed to lead to presentation on the Higher grade. The intention has undoubtedly been to give as many pupils as possible the chance of obtaining Higher grade passes; in consequence, the decision to transfer pupils to a Lower grade section in any subject is normally postponed as long as possible. Not infrequently the decision is taken as late as the end of the fourth year and in a number of cases even half way through the fifth year; that is, although the pupils may take the Lower grade examination, they have been following a Higher grade syllabus. Even when pupils have been divided at an earlier stage into Lower grade and Higher grade groups, the syllabuses for those aiming at the Lower grade examinations have, for the most part, been modified versions of those intended for the very ablest pupils. This practice of treating all Certificate course pupils more or less alike has, however, proved unsatisfactory and the Department assure us that it has contributed to the failure of many candidates in the Scottish Leaving Certificate examinations. We therefore strongly advocate that differentiation of syllabuses should take place as soon as the need for it becomes apparent.

24. As has been suggested (paragraphs 21 and 22), by the end of the first year some pupils will have shown beyond reasonable doubt that they can undertake a relatively heavy course and others that they should attempt no more than a minimal course; the work of these pupils should be arranged accordingly. As far as the remaining pupils are concerned, the second year of their course should add to the information already obtained and should give a clearer indication of where their strength and their weakness lie. We believe that for each pupil a decision as to which subjects he will study with a view to presentation on the Ordinary grade in the fourth year and which subjects, if any, he will study with a view to presentation on the Higher grade in the fifth year cannot be postponed beyond the end of the second year without prejudicing the chances of success of the majority of the pupils concerned. This means, in effect, that the change from a purely general course to one in which the subjects and grades of presentation have been decided will now take place at the beginning of the third year.

### THE ABLEST PUPILS

25. In each age-group there will be a number of pupils who should, without difficulty, reach the Higher grade in four or five subjects by the fifth year. These

pupils will be a small minority of those promoted to Certificate courses, but it is of paramount importance to the nation as well as to themselves that their abilities should be developed to the full. It is, therefore, essential that none of the new arrangements should result in any diminution of effort on the part of such pupils or should make it in any way less easy than at present for them to pass the Higher grade examinations in the fifth year with as wide a margin as their abilities allow.

26. There is one obvious danger. While it is unnecessary and inadvisable for pupils of this calibre to take the Ordinary grade examinations in their main subjects, it is recognized that many may wish to do so. The danger is that a pupil who ought to be working for Higher grade presentation in a subject may, by concentrating in the fourth year on the limited demands of the Ordinary grade, so retard his progress as to prejudice his chance of success on the Higher grade in the following year. (This is a particular danger in the small school or department, for there may be only one or two pupils in this category while all the others in the same class will be aiming at taking the Ordinary grade examinations in the fourth year.) A pupil capable of being presented on the Higher grade in the fifth year should in fact have progressed in his fourth year well beyond the standard of the Ordinary grade. He should, however, if he so desires, have no difficulty in taking the Ordinary grade examinations in the subjects he is studying without special preparation and without interruption of his Higher grade course; the examinations should be planned with this possibility in view.

27. It might be argued that, since Certificate courses have been designed mainly for pupils aiming at the Higher grade examinations, they can remain unchanged for these pupils of high ability. One of the most disturbing facts, however, which has emerged from recent investigations is that a considerable proportion of the pupils who at the stage of promotion from the primary school have been selected as the most able are among those who either leave school without completing their course or gain only a very inadequate certificate at the end of it. Of the reasons already suggested for this "wastage" (paragraphs 3 to 7) two are particularly relevant here. The first is the over-emphasis for many of these pupils on the linguistic side. Almost all of them are at present allocated to courses which include two foreign languages. While some find this to be an appropriate course, the natural bent of others lies in quite a different direction. One possible solution has already been suggested. If promotion boards no longer allocate all the ablest pupils specifically to "two-language" courses, it should become normal to provide from the start more variety in the courses offered.

28. The second of these reasons is that many pupils have not found their course interesting and satisfying. Certain factors which may lead to a feeling of boredom have already been mentioned (paragraph 7) and these apply particularly where the very able pupils are concerned. The syllabuses in individual subjects designed for these pupils are often too narrowly academic in type, possibly because academic prowess and high ability have too readily been regarded as synonymous. This criticism may apply to any subject, even to those regarded as essentially practical. Syllabuses should therefore be reviewed so that, if need be, the instruction can be brought up to date and be more closely related to the modern conditions to which young people have become accustomed outwith school. The methods of presentation may likewise be stereotyped and offer little challenge to an active mind. Again, if an attempt is made to keep all pupils progressing at a more or less uniform pace, the ablest will almost inevitably become bored. They very soon find that they can regularly make a pass-mark in examinations with little expenditure of energy and they may see no point in exerting themselves further. They may also lose interest when they have to listen to repeated explanations, given for the benefit of pupils less gifted than themselves, of points they have already mastered.

(Once more these are difficulties especially likely to arise in small schools and departments, unless carefully guarded against.) Headmasters and teachers must, then, be prepared to plan and modify courses, syllabuses, and methods of presentation in order to stimulate active interest among these pupils of outstanding ability. Once real interest has been aroused, the pupils themselves will lead the way.

29. Where it is practicable to group the pupils of this calibre into one class, the teacher can readily make the content and pace of their work more exacting than for the other classes. Where, however, these pupils cannot be taken separately, there is still no need for them to mark time. A judicious use of group teaching (paragraphs 87 to 90) will enable the teacher to give them the special instruction they require. Fortunately, too, these are the pupils most capable of working on their own and, while following the general work of the class, they can undertake additional work of a more challenging nature. Provided they are given the necessary guidance, it will be to their advantage to learn early to work independently.

30. As these pupils progress up the school, it will be natural for them, as hitherto, to add subjects to their original course. Thus a pupil specially interested in science might take more than the usual two branches, either simultaneously or by concentrating at first on two and subsequently adding others. Similarly, a pupil on the linguistic side might add a further language or languages. If these pupils have acquired the habit of independent study, it will be possible for them to do on their own at least some of the work involved in the study of a new subject (paragraph 96). At the same time, care must always be taken that the pupil's curriculum does not become overloaded.

31. Even when these pupils do succeed in the fifth year in passing in all their main subjects on the Higher grade, they will, we hope, continue at school for a sixth year. The advantages of this additional year are discussed in a later section of this Report (paragraphs 119-122).

#### PUPILS TAKING MINIMAL CERTIFICATE COURSES

32. In the following paragraphs we discuss the position of those pupils who, at least in the first instance, are aiming at presentation on the Ordinary grade only. The courses which culminate in the examination on the Ordinary grade will be the minimal Certificate courses provided, and the question arises which pupils will be taking them. We are of the opinion that of the pupils admitted to Certificate courses all those who, in the promotion board's preliminary classification, are not included in the top twenty-five per cent. of their age-group should from the outset be given a minimal course. Others, as a result of a review of their work at the end of, or during, the first year of their secondary course (paragraphs 21, 22), will be clearly recognized as most likely to profit from a minimal course; their number will probably be considerable. Others again will find it desirable to transfer later as their course proceeds. Finally, it may be expedient for some pupils to take these courses for a specific reason, for example because in certain circumstances a rounded-off four-year course may prove the most useful stepping-stone to some form of further education.

33. Although we are considering the pupils who will follow the minimal Certificate courses, it must be remembered that these are able girls and boys, clearly above the national average in intelligence. There is, therefore, no suggestion that the courses provided for them should be easy; they should, however, be planned along lines appropriate to the pupils who are to follow them, and it must be appreciated that the requirements of these pupils are far from being the same as those of the pupils of exceptionally high ability we have previously been discussing.

34. For the most part the pupils who take minimal Certificate courses will later go into business and industry, where they will come to occupy posts of some responsibility and will therefore have a very important part to play in the national life. There is difficulty at present in meeting the demand for young men and women of this calibre and the demand is increasing. Many potential recruits are being lost because the course they are following in school is both unsuitable and too exacting. Provision of the right type of course should help to induce these pupils to continue their education at school and so enable them to carry out their future duties with greater satisfaction to themselves and to their colleagues. Indeed, we believe that the success of the schools in meeting the challenge of modern times will in large measure depend on a satisfactory development of these minimal courses.

35. What these pupils will need above all, and what the secondary school must therefore help them to develop, is the capacity to marshal relevant facts and consider them objectively, to make their own judgments (even in a comparatively limited field), and to act accordingly. They must also acquire a good general background of knowledge. How is this to be achieved?

36. The general considerations relating to the planning of secondary courses outlined in a later section of this Report (paragraphs 55 to 64) will apply very forcibly in this connection, but, in addition, the syllabuses of individual subjects and the methods of presentation may well have to be very different from those which have been traditional in most of our secondary schools.

37. In the first place, the content of the syllabuses should be such that the pupils can appreciate the relevance of what they are studying to the life they themselves lead or hope to lead. It is important for the maintenance of interest that they should realize that what they learn in school is not divorced from reality. Further, it must always be borne in mind that these pupils are most unlikely to become specialists in the more academic side of the subjects they are studying at school. Consequently, in deciding whether or not to include a particular item in the syllabus of any subject, the overriding considerations should be, first, the relevance of the item to the use that the pupils are likely to make of their knowledge of the subject and, second, the value of the contribution the item would make to the pupils' general knowledge. The content of each subject should in fact be chosen with a view to the requirements of the reasonably well-educated man or woman living and working in modern times.

38. As the course proceeds, the pupils' choice of careers should to a greater or less degree influence the syllabus in most of their subjects, whether or not these have a close connection with the careers in question. There is, however, no intention that the whole course should become narrowly vocational. Pupils will be embarking upon many widely different types of career and it would be impossible, as well as inappropriate, to attempt to cater for all of them. Moreover, pupils will in any case receive the specific training they require after they leave school. Indeed, so quickly do processes change in the modern world that adaptability is of greater value to young people on leaving school than proficiency in any narrow vocational field. To introduce a vocational element into the content of a subject has, however, a twofold value. On the one hand, it makes it possible to train pupils to deal in a practical way with the type of situations they may later meet, giving them the basic skills they need in order to do so. On the other, it imparts a sense of reality to what they are learning and so helps to sustain and develop interest. For example, in English, a pupil who has hitherto been unwilling to speak in class may begin to develop an unsuspected talent for clear exposition when dealing not with an imaginary subject but with the manipulation and maintenance of a piece of machinery with which he is familiar; again, in history, recent developments in, say, technology and their implications may become increasingly interesting, and would undoubtedly become increasingly relevant, for pupils about to enter



certain branches of industry. The pupils' natural interest in their chosen careers, if turned to good advantage, can indeed help them to acquire a more liberal general education than would otherwise be possible.

39. Just as the content of a subject should be more relevant to everyday life than has hitherto been customary, so the methods used should be essentially more practical. Most of these pupils have little interest in purely theoretical considerations and find difficulty in applying them. Where theoretical explanations are felt to be necessary, they should be given by direct reference to examples with which the pupils are well acquainted or to practical applications which they can readily appreciate. The main emphasis, however, should be on letting the pupils put into practice what they are learning. Many of the methods advocated in "Junior Secondary Education" (1) are, with appropriate modifications, equally applicable here. Teachers should not hesitate to experiment with new methods of presenting the work. In general, the more active the part the pupil himself plays, the more effectively he is likely to learn.

40. It is probable that many pupils will leave school after obtaining a certificate with passes on the Ordinary grade in the fourth year. To a certain extent, therefore, their course must form a complete and satisfactory unit. At the same time, since every endeavour should be made to encourage these pupils to continue their education after they leave school, the courses provided must afford a reasonable basis for the type of training to which most of the pupils appear likely to proceed.

41. Some of the pupils in this category will, however, wish to continue their education at school. For them two main possibilities exist. Some may elect to broaden their studies by taking additional subjects on the Ordinary grade, dropping those, or some of those, in which they have obtained a pass in the fourth year (paragraph 171). Others may wish to proceed to the Higher grade in a few of the subjects they have already successfully studied. Granted the necessary ability, they should be able to take the examinations on the Higher grade with a reasonable prospect of success after a further two years' study. It is indeed probable that more pupils of this calibre will succeed in reaching the Higher grade in some of their subjects than do so at present since, by following a course which at all stages has been within their scope, they will have gained confidence and a better grasp of the elements of the subjects they have taken.

#### THE REMAINING CERTIFICATE COURSE PUPILS

42. The remaining Certificate course pupils should be able to gain a certificate showing, in addition to passes on the Ordinary grade, one or more passes on the Higher grade taken in the fifth year of their course. We are convinced that, given a lightening of courses and syllabuses, especially in the early years, a greater variety in the combinations of subjects offered, and any necessary changes in teaching methods, a very large number of pupils can and will take a certificate embracing both grades. There is, of course, no hard and fast division between these pupils and the pupils in each of the two categories we have already discussed. The special problem in their case is, however, how to organize their courses so that they can aim at presentation on the Ordinary grade in certain subjects and on the Higher grade in others, according to their individual aptitudes.

43. If turned to good account, the proposed examination arrangements should make it easier to offer these pupils a wide variety of courses, differing not only in the subjects they include but also in their total weight. The fact that in future one of the two grades will normally be taken in the fourth year

(1) H.M.S.O., 1955. Price 5s. 6d.

and the other in the fifth creates a very different situation from the present one where the Lower and the Higher grades are both intended to be fifth-year examinations. It is in our opinion essential that candidates should be allowed to retain any passes they gain in the fourth year whether or not they return to school (paragraph 171). Pupils could then, if they so desired, discontinue the study of one or more of the subjects in which they had passed on the Ordinary grade. The time so gained might be used to increase a pupil's chance of passing in his Higher grade subjects and the total weight of his course would be lighter. Alternatively it might allow him to take additional subjects, either as examination subjects or solely for interest. For example, it might be open to a pupil who had gained a pass in geography on the Ordinary grade to substitute history in the fifth year or to give the periods to an additional science subject with a view to adding a pass in it in the sixth year. Again, he might take a course in art or music solely for interest and pleasure.

44. The widening of the gap in standard between the Ordinary and the Higher grades as compared with that at present existing between the Lower and the Higher grades and the removal of the need to include specific subjects (paragraph 47) should likewise make it possible, by varying the number of subjects to be taken on each grade, to adjust a pupil's course more adequately than before to suit his capabilities. Moreover, the difference between courses will not depend only on the total demands they make; they may make these demands either in depth or in width. Thus it may be right for one pupil to concentrate on developing to the Higher grade his study of certain subjects in which his strength lies and to take on the Ordinary grade only the minimum number of subjects necessary to secure perhaps some preliminary qualification; another of comparable general ability may profit by taking on the Higher grade the minimum number of subjects that will meet his requirements and by widening his course through the inclusion of additional subjects on the Ordinary grade. The possible combinations are endless, and the new arrangements proposed should give to headmasters much more opportunity of introducing courses specifically designed to suit their own pupils.

## PLANNING OF CERTIFICATE COURSES

### POSSIBLE EFFECTS OF THE ORDINARY GRADE EXAMINATIONS ON THE CURRICULUM

45. The introduction of the new Ordinary grade should, as we have suggested, make possible many variations of courses, and it may be helpful at this stage to summarize the different ways in which it might be made to fit into the curriculum. The majority of those pupils who from an early stage follow an Ordinary grade syllabus in certain of their subjects should succeed in gaining a pass in at least some of these subjects in the fourth year. If they are then allowed to discontinue the study of one or more of them (paragraph 43), thus lightening their total course, a considerable number of these pupils will, we hope, succeed in achieving the Higher grade passes they require in the fifth year and will be free to benefit from a genuine sixth year (paragraph 118). Others, as indicated in paragraph 44, might prefer to broaden their course in the fifth year by taking additional subjects on the Ordinary grade. It is probable that some pupils will require five years to reach the Ordinary grade standard in a subject or subjects, and they too will take the examination on this grade in the fifth year. Others again, having started out with the intention of taking all their subjects on the Higher grade and having ultimately found their course too heavy, may, even as late as the fifth year, decide to take one of their subjects

on the Ordinary grade in order to devote additional attention to those that remain; we trust, however, that the number of such pupils will be small, as we do not consider it likely to be to their advantage to leave the decision to so late a stage (paragraph 23). Pupils who begin additional subjects in the third or fourth years of their course may well take in one and the same session their principal subjects on the Higher grade and their short-course subjects on the Ordinary grade. Some very able pupils may take one subject to the Ordinary grade level in the fourth year and start another in its place in the fifth with the intention of taking the latter subject on the Ordinary grade in the sixth. Finally, some pupils who have successfully passed all or most of their subjects on the Higher grade in the fifth year will be free to take an intensive course in a subject of their choice in the sixth year; they will, in certain circumstances, reach the level of the Ordinary grade in this subject by the end of the session. Thus the Ordinary grade examinations could be made to play a useful part in the fourth, the fifth, and the sixth year.

#### SOME PROPOSED CHANGES AND THEIR EFFECT ON PLANNING

46. Before headmasters begin to design their new Certificate courses, they should be aware of the implications of certain administrative changes likely to be made under the new arrangements and of the main alterations proposed in respect of individual subjects. They will then be able to consider how their own schools will be affected and to plan their curriculum accordingly. We have examined certain proposals put forward by the Scottish Education Department and by other interested bodies, and in the following paragraphs we outline our recommendations on these matters and what we consider to be their probable repercussions.

47. At present, detailed proposals for all courses leading to Certificate presentation must be submitted to the Scottish Education Department for approval and the inclusion of certain subjects in these courses is compulsory. The Department have suggested that this stipulation be abandoned; we recommend that this suggestion be adopted and that no subjects should by regulation be made compulsory at any stage for Certificate courses. We recognize that the Department must retain a general oversight of the work of the schools and that H.M. Inspectors will continue to give advice with respect to courses. The immediate responsibility for ensuring that all courses provide a sound general education would, however, be transferred to the education authorities in consultation with their headmasters. We welcome the opportunities this would offer, but are of the opinion that the requirement of the Schools (Scotland) Code, Regulation 21(2), appears to be at variance with this proposal. We therefore recommend that this regulation be reconsidered with a view to making it rather less restrictive than it now is. If these recommendations are adopted, each headmaster would then be free to re-plan the courses in his school without reference to the inclusion of any compulsory subjects. He could, whenever he considered it advisable and practicable, devise what at present would be unorthodox courses to suit the special circumstances of individual pupils. Moreover, he would be able to modify his Certificate courses from year to year without seeking the prior approval of the Department.

48. We have given special consideration to certain subjects which at present have to be professed either throughout each Certificate course or for at least part of it. In the latter event it is customary to include the subject for the first three years, since the change from a general to a more specialized course usually takes place at the beginning of the fourth year. If our recommendation that no subject should by regulation be made compulsory is accepted, the obligation to include these subjects in every course will no longer exist. While

it is, in our opinion, unlikely that in these circumstances any of the subjects concerned would be entirely omitted, it is probable that some pupils would discontinue them after two years. Consequently it would be necessary to provide in each of these subjects a syllabus of a fairly general nature which could be covered in two years rather than three; such a syllabus should form a reasonably complete entity and at the same time should provide a satisfactory foundation for more advanced work. The subjects in question are art, music, science, history, and geography.

(i) In view of the need to provide for aesthetic education throughout, we feel that it is very desirable that courses should normally include both *art* and *music* in the first two years at least and that, if the study of one or both of these subjects is not continued, there should nevertheless be in every course some element of aesthetic education based on activities in art, music, drama, film appreciation, or the like. The experience of the schools in recent times in extra-curricular activities should be of value in this connection, and indeed some schools might find the development of such activities to be the best way of providing aesthetic education. We urge that schools be encouraged to undertake considerable experiment in this field both within and outwith school hours. Further, of the pupils who would previously have taken art and music for three years, while some would do so for only two years, others would continue to study at least one of them for an additional year, and would thus be able to complete a Certificate course in it.

(ii) *Science* is of such great importance in the modern world that we anticipate that most pupils would in any case continue the study of one or more branches after the second year. The syllabuses for the first two years should, however, be wide enough to give those pupils who do not take the subject any further an awareness of the importance of science in our everyday life.

(iii) We hope that either *history* or *geography* or both would be professed by most pupils to the fourth year at least, whether with a view to presentation on the Ordinary grade or not. It is, moreover, our belief that under the new arrangements more pupils than at present should be able to complete a Certificate course in both history and geography. Alternatively, some pupils might in the third and fourth years take a Certificate course in social studies (paragraph 51). Nevertheless, it is possible that a considerable number of pupils would study history or geography for two years only; syllabuses should therefore have regard to this fact. In the case of history, we recommend that, despite the difficulties involved, account should be taken, in framing syllabuses for the first two years, of the need for all pupils to have made some study of the modern period.

49. We have considered questions relative to certain subjects which at present are composite—science, technical subjects, homecraft, commercial subjects—and, in the light of our observations and of representations made to us, we recommend that they should be divided into branches and that there should be, at least from the beginning of the third year, a separate syllabus for each branch. This proposed separation of branches is justified on various counts. In general, each of the branches is educationally of sufficient value to rank as a distinct unit, and as such it could be given more adequate treatment than it can at present receive as one part of a composite subject. Again, this division of composite subjects should make it possible to lighten a course by restricting the study either to one branch instead of two or to two branches instead of three or four. It would also allow a pupil who in the third and later years had not sufficient time to include all branches of a subject to continue the study of at least one branch. New and interesting combinations of subjects would become possible, e.g. for certain careers a pupil might find a useful course to be English, mathematics, *physics*, *technical drawing*, and art. The

general proposal to separate the four subjects mentioned above into their component branches has already been put to the educational bodies most directly concerned and has been accepted by them. We mention here the proposals outlined by the Scottish Education Department in respect of these composite subjects. These proposals we endorse in general, but we add certain recommendations.

(i) In the case of *science* it is proposed to recognize five branches: physics, chemistry, botany, zoology, and, on the Ordinary grade only, biology, a combination of botany and zoology (paragraph 51). While we expect that many pupils, particularly those who hope to pursue the study of science beyond the Ordinary grade level, will continue to take two or more branches, we consider that it should be open to pupils to take one branch only. Separate examinations should be set and separate passes awarded in each of the branches on the Ordinary grade. We have considered the implications of this policy for the examination on the Higher grade and we are of the opinion that the separation of the branches on the Higher grade also is a matter of pressing urgency and that proposals should be formulated forthwith.

(ii) In *technical subjects* the proposed branches are woodwork, metalwork, drawing, and applied mechanics. It is probable that the majority of pupils will study more than one branch, but, as in the case of science, it should be possible for pupils to take a single branch and to be presented in it at the examination on the Ordinary grade. In respect of technical subjects also we are of the opinion that there should be immediate consideration of future policy with regard to the Higher grade examinations.

(iii) In *homecraft* it is proposed that at the Ordinary grade level there should be two branches: (a) home-management and (b) dress and design, each of which could be taken separately and could qualify for a pass on the Ordinary grade at the Certificate examination. On the Higher grade there would be three branches: (a) home-management, (b) dress and design, (c) nursing subjects.

(iv) The proposal formulated for *commercial subjects* is that there should be three branches leading to presentation on the Ordinary grade: (a) shorthand and typewriting, (b) principles of accounts, (c) economic organization. Although it is highly desirable that pupils should study at least two of these branches, we believe that it should be permissible to study one only and that each branch should qualify for a pass. We suggest that more consideration of the content of the shorthand-typewriting branch is necessary in order to take account of new developments in office equipment and practice and of their effects on office work generally. There would be four branches on the Higher grade: (a) shorthand and typewriting, (b) accounting, (c) commercial arithmetic and statistics, (d) economic organization. We again recommend that the repercussions on the Higher grade examinations of the proposals for the Ordinary grade should be carefully assessed.

50. We considered the advisability of sub-dividing *English* into English language and English literature but agreed to recommend that English should continue to be a single subject as at present. It was felt that a separate paper in literature would be practicable only if texts were prescribed and that this would take away the teacher's freedom to plan his syllabus. The study of literature in schools should be essentially the reading of good texts and should not be divorced from the rest of the work in English.

51. We further recommend that provision be made for the introduction of Ordinary grade Certificate courses in a number of additional subjects: biology (paragraph 49), social studies, applied mathematics, horticulture, and navigation. Other subjects might subsequently be offered, should the need become apparent.

(i) It is undoubtedly desirable that the teaching of *biology* should be developed in Scottish schools, and some of the smaller schools in particular

may welcome a two years' syllabus in biology following on a two years' course in general science. Normally biology would be taken by pupils who did not intend to study this subject beyond the level of the Ordinary grade, but we have been advised that a pupil should be able after two further years' study to attempt the examination on the Higher grade in either botany or zoology or in both, according to the time allocated within his course.

(ii) While we consider that all pupils should include history and geography in their course, we realize that for many it will not be possible to continue the study of both subjects to the Ordinary grade level. There is therefore a place for an alternative course in *social studies* including something of both history and geography, the emphasis being placed on what would be useful for a man or woman to know as a background to present-day affairs. As in the case of biology, social studies would primarily be for pupils who did not intend to pursue this subject beyond the Ordinary grade examination, but we are informed that pupils with the necessary ability should be able to take the Higher grade examination in history or in geography after two further years' study.

(iii) The introduction of a course in *applied mathematics*, starting normally at the beginning of the third year, would be valuable for some able pupils who intended to leave school after taking the Ordinary grade examinations and to continue their formal education outwith school. It would probably be taken by other pupils in the fifth year as a development of their study of pure mathematics. For many it might be a useful introduction to the subject at present called dynamics.

(iv) *Horticulture* might prove to be a more practicable subject for some schools than agriculture, and in certain areas, e.g., in large towns, it would have a more immediate appeal, especially perhaps to girls.

(v) We consider that there is a strong case for the development of Certificate courses in nautical subjects and that meantime the branch of *navigation* should be recognized as a subject for Certificate purposes.

52. We also recommend that *arithmetic* be given the status of a subject qualifying for a pass on the Ordinary grade. This recommendation we feel to be justified both by the educational value of the subject and by its importance in the modern world.

53. If these recommendations are accepted and courses re-organized so as to take full advantage of the new possibilities, then it should be easier to put into practice some of the changes we have been advocating. It should, for example, be possible to effect a lightening of the curriculum in the early years, an ultimate enrichment of the courses provided for the very ablest pupils, and, in general, greater variation both in the content and in the difficulty of the courses offered.

#### STARTING-POINTS FOR PLANNING AND GENERAL PRINCIPLES TO BE OBSERVED

54. Before beginning to plan the organization of their schools in detail, headmasters may find it useful to look closely at the courses they have previously offered. They might, for example, begin by considering whether there has been from any of these courses either a marked falling-off in numbers or a marked reduction in interest and, if necessary, they should attempt to discover why this has happened. In framing future courses they could then avoid previous weaknesses or take steps to minimize them.

55. It has so often been stressed that the only satisfactory starting-point for any consideration of courses must be the pupils themselves that it may seem unnecessary to mention it here. Nevertheless, over the years there appears to have been an increasing tendency simply to equate a type of pupil with a type of

course (paragraph 10), instead of studying the pupils' probable requirements. A course can, however, be considered a satisfactory one only if it fulfils certain general conditions with direct reference to the pupils who are to take it. It must provide a good general education for the pupils; it must be of an appropriate level of difficulty for them; it must arouse and maintain their present interest; and it must be suitable as a basis for their future training or work. We consider each of these aspects in turn.

56. It should always be one of the main aims of a school to provide its pupils with a good general education. We have already suggested (paragraph 19) that, because of their educational value and usefulness, certain subjects should normally find a place in every course. These need not, however, all be taken as examination subjects nor be treated from the standpoint of the pupil who intends to specialize in them. What is important is that the course as a whole should provide the pupils with a good background of general knowledge and should train them to use it sensibly so that they can, both immediately and later, take an intelligent interest in what is going on around them and play a useful part in the community in which they live. No course can provide the pupils with all the general information they will eventually require, and they must therefore learn as a normal part of their study how to acquire information by their own efforts and how to use it to increase their knowledge and understanding.

57. Each course must also provide an education which is general in the sense that it should cater for the many aspects of the pupils' development and should not concentrate too exclusively on any one. It should, therefore, make due provision for the pupils' intellectual, aesthetic, and physical education.

58. We omit any reference to religious education, since it lies outwith the jurisdiction of the Secretary of State and therefore does not fall within our remit. Nor do we specifically mention moral education, since we do not consider that moral education is something which can be included in the school curriculum; moral education should come rather from the tone set in the school as a whole and it should be reinforced by every school activity. The fundamental importance of giving a sound training in moral values is beyond question.

59. Again, care must be taken to ensure that the pupils are given the opportunity of cultivating those qualities of character to which extra-curricular activities can contribute so much: qualities such as the ability both to lead and to be led, willingness to co-operate with others, initiative, resourcefulness. It must not be forgotten that the pupil who leaves school early will require this training as much as the one who continues to the sixth year. Some pupils will develop these qualities naturally either in or out of school but most require to be given encouragement, opportunity, and training. The total weight of a pupil's course must therefore not be such that he is unable to take part in worthwhile extra-curricular activities. The attempt to make pupils follow a course which is in fact too difficult for them has often led to the neglect of this essential aspect of their education, but one of the greatest contributions the school can make to society is to help pupils to develop into responsible, reliable, and mature people. We recognize that many schools are at present hampered in their attempts to promote such activities by difficulties experienced in connection with transport arrangements, and we strongly recommend that education authorities should make every effort to overcome these difficulties.

60. We have already underlined the importance of providing courses of a standard appropriate to the pupils (paragraphs 4, 23). Each course should afford the pupils who are taking it full scope to develop their abilities without causing them undue strain; that is, the course should be for each pupil a demanding one, but it should be such that at all stages it remains within the reach of the pupil, provided he applies himself. This implies that each pupil's course must be kept under review so that it can be made more or less onerous as the pupil's abilities and limitations are revealed.

61. A course must satisfy the immediate needs of the pupils, arousing and maintaining their interest. Much will depend on the planning of syllabuses in the individual subjects and on the methods of presentation (paragraphs 28, 39). Both content and methods should be carefully varied according to the ability of the pupils, their age, and their interests as far as these are known.

62. In addition, time should be made available for the development of special interests, which not only can provide a pupil with immediate satisfaction and relaxation but at the same time may form the basis of desirable leisure-time pursuits. We realize that in some schools it will at present be very difficult to make adequate provision for the encouragement of these special interests. Nevertheless this is a matter of some importance, since with the shortening of working hours in industry the ability to put the increased leisure-time to good use will become even more important than it is at present.

63. No course of study can be considered adequate which does not prepare for the next stage of the pupil's education. Increasingly, as the pupils' requirements become better defined, an effort should be made to relate courses to the pupils' probable future employment or training. Just as we advocate close collaboration between primary and secondary schools to ensure smooth progress from the one to the other, so we recommend that all possible steps be taken to make it easy for pupils on leaving school to move on to appropriate forms of organized post-school education (paragraphs 123 to 138).

64. To sum up, we envisage that the courses provided will cater at all stages for the intellectual, aesthetic, and physical aspects of the pupils' education. Initially, so that a thorough grounding can be given, the courses should not be too onerous but they should be sufficiently broad to provide a general education and to permit ultimately a choice of career; at all stages the courses should be of appropriate standard and should have regard to the pupils' immediate needs; in the third and later years particular account should be taken of vocational requirements and this consideration may materially affect the choice of subjects to be professed at the Certificate examinations. All courses should allow pupils to take part in extra-curricular activities.

#### APPLICATION OF GENERAL PRINCIPLES

65. Ideally each pupil's course should be designed to satisfy these general conditions and so to accord with his individual abilities, aptitudes, interests, and aims. This does not imply that there should in practice be as many courses as pupils. The same course is frequently the most suitable one for a considerable number of pupils, who can therefore be grouped together. Moreover, the number of courses which can be provided will inevitably be limited by such factors as the availability of staff, accommodation, and equipment. Where, therefore, it is not possible to satisfy in detail the individual needs or desires of all the pupils, some compromise will be necessary and this may affect different schools in different ways.

66. In small schools, where the number of courses offered is necessarily restricted, the needs of each age-group may differ considerably from those of preceding classes and different compromises may have to be arrived at in successive years. For example, in a given year, if, out of fifteen pupils who wish to take physics, five would like to take technical subjects and one to take German, it would obviously be preferable to make physics an alternative to German rather than to technical subjects; if, however, the reverse were true in the following year, then the time-table should, if at all possible, be modified to meet the new situation. In other words, where a compromise is necessary, it should be such as to suit the majority of the pupils concerned, and the curriculum of the school should not be rigidly fixed from year to year.



67. In larger schools we feel that it is very important that the complexity of organization should not deter headmasters from studying the needs of the individual pupils. Fortunately, the requirements of most of the pupils will fall naturally into certain definite patterns which can be catered for without undue difficulty. At the later stages a choice of subjects can usually be offered wide enough to make it possible to find for most pupils a course which is suitable for them, and it is hoped that the number of options can be materially increased under the new arrangements. In many schools the number of options available is already surprisingly large, but in others the need for greater flexibility is clamant. In both large and small schools, headmasters at present find that variations for individual pupils can be arranged, and a wider introduction of independent study and of short courses (paragraphs 93 to 101) should make it easier to cater for individual needs.

#### SUGGESTIONS AS TO DRAWING UP COURSES

68. To attempt to survey the many possible combinations of subjects which might be adopted would clearly be unprofitable, since the ultimate choice must be made in the light of the particular circumstances of each individual school. Many headmasters will find that the traditional courses common in most schools will continue to be appropriate for certain pupils, but for many others they will have to devise new and different courses. We feel that the following suggestions as to the planning of each year's work may be useful to headmasters in their difficult task of framing suitable courses, but it must be emphasized that these are to be regarded as suggestions only and headmasters should feel completely free to choose a different approach to the problem of planning the curriculum.

69. In making these suggestions, we assume that every course will at all stages make provision for religious education, physical education, and aesthetic education and that approximately a fourth of the time available will in fact be given to subjects which are not expected to lead to Certificate presentation. Moreover, it will be noted that in this Report we do not suggest the number of teaching periods to be allotted to each subject in a course, lest it be taken as mandatory. Pupils and classes will differ in the amount of time they require to cover the same syllabus, and headmasters must be at liberty to adjust their time-tables accordingly.

70. *First Year:* We have already dealt at some length with the first year of a Certificate course (paragraphs 14 to 22). Since pupils are only at the beginning of their secondary school career and since their special aptitudes and abilities are not yet known with any degree of certainty, the variations between courses will be comparatively slight as far as the subjects offered are concerned. As has already been pointed out, it is important at this stage to ensure that the courses are not overloaded but are nevertheless sufficiently general in content and wide in scope to allow considerable choice at a later stage. The main question will naturally be which subjects are to be included. It is probable that in most schools the headmaster will build his first-year courses round the following core of main subjects: English, history, geography, mathematics, science. The aesthetic side will usually be catered for by the inclusion of art and music in the course, whether as main subjects or not. This group of subjects may be sufficient for some pupils, but for most the headmaster will wish to add at least one other. The choice is likely to fall on one of the following: a foreign language; homecraft; technical subjects. In addition, he might be able to include, for general interest and to broaden the course, two or three periods of a subject not included as a main subject. For instance, if the additional subject chosen is a foreign language, it might still be possible to include some periods of homecraft or technical subjects; and vice versa.

71. The courses which would result from this procedure are naturally not the only ones possible. For example, in a school which draws its pupils mainly from its own primary department enough may be known about the aptitudes of the pupils to make it advisable to offer some of them a slightly different course. Thus, it might be known that there were certain girls who would be unlikely to benefit from a full course in mathematics; these pupils might be better served by a course which gave reduced time to mathematics but included perhaps both homecraft and art.

72. *Second Year:* A review of the pupils' work made at the end of, or during, their first year (paragraphs 21, 22) will doubtless show that for many the courses they are following are adequate for their requirements and already sufficiently onerous. These pupils should therefore continue the study of the same subjects as they have studied in their first year. For others, some adjustment of their course will be necessary. If the course in the first year has been wisely chosen, there should rarely be any need for a pupil to discontinue the study of a subject at this stage. Indeed, there is a risk in discarding a subject too soon: some pupils are slow to grasp anything new, but once they have begun to understand make steady progress; others are disinclined to persevere with anything which is not immediately to their taste, but some of them might later come to regret a too hasty decision. Adjustment at the start of the second year will therefore most frequently mean the addition of a subject for those who have shown that they are in fact capable of carrying a heavier load. Some, for instance, will add a second foreign language or take as a main subject one to which they had previously given only a small allocation of time, such as music or homecraft. It may be worth noting that in the case of the present composite subjects (with the exception of commercial subjects, with regard to which we consider that shorthand and typewriting should not normally be introduced before the third year) there will usually be a general syllabus for the first two years and it will not be advisable to concentrate at this stage on one branch only.

73. *Third Year:* As we have indicated (paragraph 24), there will normally be at the start of this year a change from a general course to a more specialized one. A preliminary decision will have to be taken about the subjects which each pupil will study for Certificate purposes and about the standard of syllabus he will follow in each subject. The choice of subjects will to a considerable extent be determined by the pupil's aptitudes as shown in the preceding years. This is true not only as regards those subjects which he has already studied, but also in relation to subjects which he now wishes to begin. A pupil's previous success or failure in certain subjects may give a valuable indication of how he is likely to fare should he now attempt a short course in other subjects of a similar nature. Regard will also be had to the pupil's interests and, where this is known, to his probable future career. The choice of subjects may, however, be affected by limitations of staffing and accommodation. We recognize the difficulties and dangers of making such a decision while pupils are still relatively immature. Each pupil's course should, therefore, continue to be so designed as to allow at later stages the maximum of choice possible and should not be too narrowly conceived; it should not, for example, contain a large number of subjects of the same type unless a pupil has shown himself to be exceptionally gifted along one particular line. At the same time the subjects must not be chosen at random simply because the pupil happens to fancy studying them; every course ought to have coherence and self-consistency. In some instances the inclusion or exclusion of one subject may determine whether certain other subjects are to be put in or kept out; for instance, if a boy intends to study physics, clearly his course should also include mathematics.

74. It should be noted that many of the subject courses which were previously begun in the fourth year will now have to be introduced at the

beginning of the third. Some pupils would then be ready for presentation on the Ordinary grade in the following year; others might require a further year. Subjects likely to be started at this stage include a second or third foreign language, commercial subjects, and applied mathematics.

75. Sooner or later a headmaster must test whether the courses he wishes to provide are practicable, given the staff and accommodation at his disposal. The crux of the problem of organizing for flexibility and freedom of choice is to afford as many options as possible between subject and subject, having regard to the need for preventing subjects which may frequently be required in combination from being made mutually exclusive. After a preliminary examination of the requirements of their pupils, some headmasters may find it useful to begin by setting down the options they think suitable and practicable, particularly for the third and fourth years. It might then be immediately apparent what courses of wide appeal could be organized, with or without further provision of staff or accommodation, and what the possibilities were of meeting the anomalous requirements of individual pupils.

76. To illustrate this type of approach to the problem of planning the curriculum for the third year, we set out below a sample table of options. This table is purely tentative and is not to be taken as universally applicable; indeed, we are conscious that, as it stands, it excludes some popular and desirable combinations of subjects. The grouping of subjects should be determined by the individual circumstances of each school and it should, if necessary, be modified from year to year to meet the particular requirements of the pupils for whom the courses are to be planned. The table given here is based upon a wide range of subjects, but may prove suggestive to, and adaptable by, schools which do not profess so many. In as much as it does not demand the "streaming" of pupils but depends rather upon "setting," it may be found to be to a large extent independent of numbers enrolled. Its already considerable width of choice can be greatly extended by any school able to include any subject or branch of a subject in more than one group of options.

- (1) *Aesthetic and physical and religious education.*
- (2) *History or geography (not pursued as a main subject) or arithmetic (for pupils not studying mathematics).*
- (3) *English.*
- (4) *Art or music or a homecraft or mathematics.*
- (5) *A commercial subject or a science or Latin or German or Russian or Spanish.*
- (6) *French or Greek or a technical subject or a science.*
- (7) *History or geography or a commercial subject or a homecraft or a technical subject or a science or a language or additional instruction found necessary and practicable in any other subject or subjects.*

This grouping would permit an immense variety of combinations of subjects—between five and six hundred. Some of these combinations would be unorthodox, but would not on that account necessarily be inappropriate; others would be merely eccentric and would not be seriously considered.

77. Further adaptations of the above table are possible. For example, while it does not cater for both history and geography as main subjects, the extra time devoted to one or other as part of group (2) should go far towards securing that additional possibility. Again, although the table primarily provides for pupils taking five main subjects, it should be possible, without upsetting the general scheme, to arrange for certain pupils to take more or fewer subjects; and we suggest how this might be done. We have refrained from giving specimen allocations of time, lest these should come to be regarded as authoritative standards, but it will nevertheless be obvious that the time afforded to group (2) must be comparatively slight and that group (7) would probably receive rather less time than each of groups (3) to (6). If, as would

seem not unreasonable, groups (2) and (7) together engross as much time as one of the other groups, most school departments would in fact receive a total allocation of time not less, and for certain pupils in certain subjects decidedly more, than they do at present. It follows that very able pupils who desired to take six main subjects would find the necessary class periods by devoting fewer to the five subjects for which provision is made and by dropping group (2) altogether, unless both history and geography were to be among their six main subjects. On the other hand, pupils who found it advisable to limit their attention to four main subjects might be provided for on the lines suggested by the last alternative in group (7). By such provisions, which would likewise vary from school to school, we think it probable that schools would be able to synchronize the bulk of the work, in any subject, of pupils of a wide range of ability.

78. *Fourth Year:* This is the year towards the end of which the new examinations will be taken. Normally there will be no further modification of course in this year. It should, however, again be emphasized that any pupil who intends to attempt the Higher grade examination in any subject in the fifth year should have progressed well beyond the level of the Ordinary grade examination in that subject by the end of the fourth year.

79. *Fifth Year:* For pupils following courses leading, in all their subjects, to presentation on the Higher grade in the fifth year, this year will usually be identical as regards choice of subjects and allocation of time with the previous one. The majority of pupils, however, will attempt at least some subjects on the Ordinary grade in the fourth year and their curriculum in the fifth year will be largely influenced by their successes in the fourth-year examinations and by what they still hope to achieve before leaving school. Examples of possible variations have been given in paragraphs 43, 44, and 45. Where it proves impossible to arrange classes to meet the particular needs of some of the pupils, a judicious extension of supervised study and of group teaching (paragraphs 96-98, 87-89) should achieve a greater individuality of course than has hitherto been possible. Difficulties there will certainly be in planning the fifth year and some compromise will at first be necessary in many schools. Nevertheless the aim must be to give every pupil the course most suitable for him, whether or not it conforms to a recognized pattern.

## WAYS OF IMPLEMENTING PROPOSALS

### SETTING

80. We have advocated that syllabuses in the various subjects should be differentiated according to the abilities of the pupils for whom they are designed (paragraph 23) and that from at least the beginning of the third year a provisional decision should be made as to which subjects each pupil will aim at taking in the first instance on the Ordinary grade and which on the Higher. If then it is to be possible for pupils to pursue in each of their subjects either an Ordinary grade or a Higher grade course according to their ability and aptitude for it, it follows that the composition of the classes cannot be the same for every subject. This is not by any means a new problem but it is likely to be intensified by our proposals.

81. The best solution is probably to synchronize the time-tables of all pupils at each stage so that, as far as possible, the pupils can be divided for each subject into roughly homogeneous sections or "sets" according to their aptitude for that subject and irrespective of their grouping for other subjects. A considerable number of schools already use such a system of sets for the fourth and fifth years and it seems likely that with the advent of the Ordinary grade

examinations they will find it advisable to introduce it in the third year also. Some headmasters may, in fact, find it advantageous to "set" from the second year upwards, especially in view of the desirability of differentiating between syllabuses as soon as the need for this becomes apparent (paragraph 23). It is doubtful whether enough is known about the pupils' aptitude for individual subjects to make "setting" expedient in the first year.

82. Those headmasters who have made full use of the setting system are convinced that its advantages greatly outweigh any additional difficulties in time-tabling. There are, however, certain prerequisites for the successful operation of the system. The work of the sets must be suitably differentiated as regards content, depth of treatment, and pace; it follows automatically that there should be no examination common to all sets. The responsibility for allocating pupils to appropriate sets and for organizing suitable syllabuses must rest with the principal teacher of each subject, and he must take this responsibility seriously and encourage the teachers of the various sets to consult him immediately about any pupil who appears to be in the wrong set.

83. The obvious advantage of setting over the system of time-tabling by classes is that each pupil may undertake *in each subject* the level of work most appropriate for him and may progress at the rate best suited to his aptitude for that subject. Thus, a pupil good on the language side but weak in mathematics may do English and Latin in the top set but mathematics in the fourth set. Transfer from one set to another in any individual subject is relatively easy, especially in the younger classes, and the system does make it easier for a pupil to work his way up from set to set. It has been noted that this system can have a very salutary influence on pupils. To be placed in a higher set for even one of his subjects may enhance a pupil's self-respect and may profoundly affect his whole attitude to school. Setting can in fact help pupils to develop to the fullest degree possible the gifts they have and, as the pupils are working at a rate within their power, it lessens the risk of discouragement. Transfer from one set to the one immediately below it, where the work is slightly less advanced, may help a pupil to regain his feet in a subject of which he has missed an important part through illness or which he is beginning to find somewhat difficult.

84. It is generally agreed that setting is more desirable in some subjects than in others. For example, the need to divide according to aptitude is much less great in a subject such as art, where the work is largely individual; by contrast, in mathematics, a science subject, or a foreign language, syllabuses should differ considerably according to the abilities of the pupils following them and it is a distinct advantage to have a reasonable degree of homogeneity in the grouping of pupils.

85. The extent to which setting is possible in individual schools and in individual subjects depends naturally both on the number of pupils and on the number of available teachers. Where the number of sets is the same as the number of classes in any given year, setting can frequently, but not invariably, be carried out without any additional staff. A school which has six classes in each of the first three years but comparatively small numbers thereafter may have only five teachers of a given subject, but would require six if the classes in any of the first three years were to be time-tabled simultaneously. Partial setting may, however, be possible without additional staff, i.e. classes could be linked together in groups, each consisting of two or three classes, and setting would then take place within each group of classes, which could be time-tabled independently of the other groups. It is probable that an arrangement of this sort, i.e. setting within groups of classes, would frequently be required for a subject such as science, since there might be for a practical subject as many as twice the number of classes and neither staff nor accommodation would be available to allow all the sets in any of the earlier years to be taken simultaneously. On the other hand, setting may sometimes be economical of staff:

e.g. in a practical subject, five sets may be adequate for three classes which, if time-tabled separately, would require six sections.

86. In small schools and for certain subjects in larger schools setting is rarely practicable. On the contrary, it may be necessary to time-table the Ordinary grade and the Higher grade classes at different times for the same subject so that the sole specialist teacher of that subject may be able to take each class separately. Again, in many departments throughout the country the numbers taking a given subject will be so small that all the pupils, whether they are aiming at the Ordinary or the Higher grade, will have to be taken in the same class.

## GROUP TEACHING

87. The difficulties which arise when setting is not possible are by no means new, but they may be aggravated by the fact that there will in future be two main examination years and a wider gap in standard between the two grades than at present. Clearly the pupils cannot follow a common syllabus. Many teachers have found that the best solution of this problem is to adopt a form of group teaching, i.e. the pupils are really divided into small sets within the class itself and taught accordingly.

88. Apart from its value in making reasonable flexibility and differentiation of courses possible in many schools, group teaching can afford many opportunities for training pupils to work both independently and in close co-operation with others; it may also allow the teacher to make closer contact with his pupils, especially with those who are normally inclined to be diffident. The successful development of this method of teaching in many primary schools, even with large classes, has shown how valuable it can be. Many of the pupils now in secondary schools have in fact already had considerable experience of working in groups within a class, and it would be unfortunate if this training were not used to help overcome the problems of the smaller secondary schools and departments, or indeed of any class in which the range of ability is considerable.

89. To carry out this method successfully, it is essential to plan the work very carefully beforehand, so that valuable time is not lost by a group's being left with nothing to do and so that each group receives a fair share of the teacher's time and attention. One criticism of this method often made by teachers in secondary schools is that it is impossible to give, say, three groups a reasonable amount of attention within a teaching period of forty to forty-five minutes. It is not, however, necessary that each group should be given the same amount of attention within each period; one period can be used to balance another.

90. Some teachers hesitate to embark on group teaching because they think it must involve excessive correction of written work. Pupils working on their own need not, however, spend all the time writing; they may equally well be engaged in such activities as reading or memorizing. Nevertheless it would be wrong to pretend that group teaching does not make heavy demands on the teacher in the preparation of work and the planning of assignments. We believe, however, that such demands are a challenge to professional skill which the trained teacher will readily take up.

## ENSURING FLEXIBILITY IN THE FIFTH AND SIXTH YEARS

91. Many pupils who gain passes in a number of subjects on the Ordinary grade in the fourth year will undoubtedly wish to discontinue the study of one or more of these subjects in the fifth year, should the new regulations make this permissible (paragraphs 43 and 171). If the utmost advantage is to be taken

of this possibility, the time formerly allocated to these subjects must be fully and usefully employed, preferably in such a way as to give the individual pupil what he most needs. Schools are, however, unlikely to have sufficient teachers to make it possible to organize classes in every subject at a time suitable for every pupil who wishes to take it. The available time can probably be most successfully used if provision is made for one or more of the following: (a) regular supplementary classes in one or two subjects for which there is considerable demand or need; (b) a number of short courses; and (c) individual study periods.

92. Supplementary classes may be of particular benefit to pupils who require extra tuition in the subjects offered. The subjects chosen will usually be those which are common to most courses, for instance English or mathematics, or those of general and wide interest such as geography. The work undertaken in these supplementary classes should be additional to, and separate from, that covered in the normal class periods. The main disadvantages of this arrangement are that it may make fairly heavy demands on staff and that it allows the pupils no choice of subjects. Moreover, as pupils will not all wish to discontinue the same subjects, the times at which they will be available will not necessarily coincide.

93. Under the type of organization we envisage, the beginning of the fifth year will be an appropriate time for pupils, especially the ablest, to take up short courses in one or more subjects. Many pupils who then have a number of periods available will have no need of additional instruction in their main subjects and may be ready to embark on the study of a new subject. To provide an adequate range of worth-while short courses will be no easy task, but to do so will greatly benefit the pupils. These short courses will usually be of two years' duration. They should not make too heavy demands in the fifth year, since most of the pupils concerned will be taking examinations on the Higher grade in that year and will therefore not be in a position to do much preparation for these new subjects. The courses should, however, become more demanding in the sixth year and many pupils should be able, if they so desire, to secure a pass on at least the Ordinary grade in that year.

94. A pupil may wish to take a short course in a subject for reasons of expediency. He may, for instance, find it necessary to adjust his course if at an earlier stage he has made a choice of subjects which either no longer meets his interests or does not give him the qualification that he needs. On the other hand, he may want to add a subject either as a contrast to his main subjects or as a complement to them. For example, a pupil following a course with a linguistic bias might like to take a short course in applied mathematics in order to round off his earlier training in pure mathematics and to avoid narrow specialization, while another following a course with a scientific bias might find it advantageous to take an additional science subject. For these able and mature pupils such short courses can undoubtedly be very rewarding. It will, however, still be necessary to ensure that the total weight of each pupil's course does not become excessive.

95. It must not be assumed that short courses are of value only if they lead to passes in the Certificate examinations. Some pupils may with advantage fit in a short course in a subject in which they are especially interested or which will be of use to them later, even if they have not sufficient time to complete a syllabus leading to the Certificate examinations. A girl aiming at primary school teaching might, for instance, find it very helpful to take a short course in, say, art, history, or biology. Further experiment with short courses of this kind would be valuable.

96. Staff must be available to plan syllabuses for short courses and to give some instruction in them. There is, however, no reason why part of the work of

a short course should not be done by the pupils themselves working independently; indeed, this is the normal practice in many schools. For example, a teacher might be available to take certain pupils for a subject for only three or four periods, and the pupils might then supplement this instruction by two or three periods of individual study under general supervision.

97. When pupils have acquired the habit of studying independently, it becomes possible to allow a much greater variety of courses in the later years and thus to cater more fully for the needs of individual pupils. Not only can a greater number of short courses be fitted into the curriculum, but pupils can also be given the opportunity of spending additional periods in studying subjects in which they are comparatively weak, even if no teacher is available to give direct instruction at the time.

98. Apart altogether from questions of time-tabling and organization of courses, there are strong arguments in favour of encouraging pupils to study by themselves. A secondary pupil ought to be able, by the time he leaves school, to carry out a considerable amount of study on his own initiative, although under the general guidance of his teachers. If he has not learnt to do so before he leaves school, he will have great difficulty in undertaking successfully courses at universities, colleges, or elsewhere, since he will then be obliged not only to work independently but also to be entirely responsible for organizing his work in several different subjects.

99. At the same time it would be unrealistic to expect pupils suddenly to embark on independent study without any previous training, and we would therefore suggest that there should be from the first year onwards a conscious and progressive training of the pupils towards this end. The suggestion has been made (paragraph 20) that in the first year some time might be given to supervised study or preparation periods. It is a recognized fact that many pupils do not find it easy to overtake their preparation at home: the distractions of television, radio, record-playing, and the like often make concentration very difficult, if not impossible; moreover, homework is not set in all primary schools and pupils from some schools may have had little experience of working on their own. It is relevant to note here that in certain areas experiments have been made in opening schools in the evening so that pupils can return to do preparation under the supervision of teachers: the pupils are not under active instruction, but the essential conditions for study are provided. An extension of this practice to school hours may well be justified, especially for the younger classes. (Normally additional staff and classrooms would not be required since in any case the classes would have to be supervised and housed.) During these periods pupils should from time to time be shown, if they do not already know, how to apportion their time among a number of subjects, how to use reference books, where to look for information, how to take notes for future reference. Many pupils will have to learn the very hard lesson of concentrating when not under active instruction. The teacher will, however, be there to prevent any pupil from disturbing the others. Later the pupils may be entrusted with longer assignments of work so that they can have practice in planning their work not for a day at a time, but perhaps for a week or a month. Once senior pupils have learnt to work on their own they should as far as possible be allowed to do so in the school library or, preferably, in small reading-rooms; they will find it easier to concentrate in satisfactory surroundings than if they have to study at the back of a room in which another class is being taken (paragraph 152).

100. Many headmasters already arrange study periods during which their older pupils work independently. Others would probably find that their timetables could be made more adaptable if they introduced this practice. It is quite possible that some of the pupils may initially make slower progress during these periods than if they were being taught, but even that may be a salutary lesson which is perhaps better learnt at school than, for example, at the university.



101. While we realize that the conception of independent study is not new, we believe that under the new arrangements there will be a very considerable increase in the number of pupils undertaking it, especially in the fifth and sixth years. In our opinion it is of paramount importance that there should be nothing haphazard about such study. It follows that headmasters and teachers must give considerable thought and time to planning the most effective use of these study periods. The headmaster must ensure that no pupil spends an undue amount of his time working by himself. Some pupils, having discontinued two or more subjects in the fifth year, may have a considerable portion of their school week available, but only in very exceptional circumstances should a pupil be allowed to spend all this time in individual study. It is also the headmaster's responsibility to see that too much is not expected of the pupils during their study periods. There must be no question of a number of different teachers all prescribing work to be done in these periods, unless there is a clear understanding among them of the amount of work each can reasonably expect. Certain teachers must be given direct responsibility for guiding the work of the pupils and for checking their progress regularly. This must be a recognized part of the duties of these teachers, and they must be allowed adequate time to carry it out. It would be unfair to expect them to undertake this task in addition to an already heavy teaching time-table.

## IMPLICATIONS OF PROPOSALS FOR CERTAIN TYPES OF SCHOOL

### THREE-YEAR COMPREHENSIVE SCHOOLS

102. Special problems arise in connection with those schools which at present provide the first part of Certificate courses for a number of their pupils, that is, the present three-year comprehensive schools. Hitherto the most usual practice has been for Certificate course pupils to transfer from these schools at the end of the third year and to complete their course at a central senior secondary school. In future, transfer at this stage will not be practicable, since it would be foolish to expect pupils in one and the same session to transfer to a new school and to sit a major examination. When, therefore, should transfer to the central school take place? The most likely times are (a) the outset of the course, (b) the beginning of the third year, (c) after the fourth year.

103. On educational grounds it is best for pupils to have all their secondary education in the one school. We therefore recommend that, whenever possible, arrangements should be made whereby pupils do not have to change their school before completing their Certificate course. In most cases this means that all pupils considered capable of taking a Certificate course should be brought into a senior secondary school at the promotion stage. The advantages of this arrangement are obvious. The pupils then have a continuous and uninterrupted course and avoid any change in mid-stream from one school to another which may have different syllabuses and different methods of instruction. Moreover, they benefit from the wider choice of subjects which the larger school can offer and they can be taught in more homogeneous groups. In many instances all Certificate course pupils do at present go straight from the surrounding primary schools to a central senior secondary school and we believe that an extension of this system would be justified. Nevertheless we recognize that, in certain circumstances, such an arrangement would have serious disadvantages. For example, comparatively large numbers of young pupils might be obliged to travel daily long distances to school or to live away from home in towns where it might be difficult to make satisfactory provision for them. Again, the central

school might become so large that young pupils, especially those coming from very small primary schools, would almost certainly feel completely bewildered. Where, then, the disadvantages of immediately assigning all potential Certificate course pupils to the central school outweigh the advantages of this system, other solutions of the problem must be found.

104. In some areas it has been customary for pupils allocated by the promotion board to two-language courses to be sent direct, i.e. at the beginning of the first year, to the central senior secondary school, while those allocated to one-language courses attend the local three-year comprehensive school for the first part of their course. The adoption of our recommendation (paragraph 11) that promotion boards should confine their decision to the selection of pupils considered fit to take Certificate courses would entail the abolition of this system of differential transfer.

105. If Certificate course pupils are not sent to the central school at the outset, should they all be transferred to it at the beginning of the third year or should the present three-year comprehensive schools develop four-year courses in order to take their pupils up to the level of the Ordinary grade? This is a question to which there is no universally applicable answer. Education authorities must study the circumstances of each school and must then decide which course of action would be in the best interests of the pupils. A decision to allow any school to develop four-year Certificate courses should, however, be taken only if the school can be adequately staffed and equipped for the purpose of Certificate presentation. In considering this very important matter, those education authorities whose allocation of pupils to Certificate courses is comparatively small should bear in mind the fact that, under the new conditions envisaged, more of their pupils than at present could be considered potential candidates for the Certificate.

106. Should an education authority, having examined all implications, feel obliged to decide against centralizing all Certificate course pupils at the beginning of the first year and should it also decide against allowing some or all of its sending schools to develop four-year Certificate courses, we consider that the beginning of the third year is the most appropriate time to choose for transferring pupils to the central school. By the end of the second year the teachers in the sending schools should be able to assess the pupils' capabilities with reasonable accuracy and should be able to suggest to the central school the type of course for which each pupil appears suited. Again, the change from a purely general course to a more specialized one will usually take place at the beginning of the third year (paragraph 24) and this is therefore a reasonable time at which to effect a transfer. Many courses which were formerly started in the central schools in the fourth year will in future be begun a year earlier and pupils transferred at the beginning of the third year would be able to benefit from these. Transfer to the central school at this stage would therefore enable pupils to take advantage of the wider choice of subjects offered by the central school and would allow them to have uninterrupted courses of reasonable length leading to presentation either on the Ordinary grade in the fourth year or on the Higher grade in the fifth, although it must be recognized that they would not have the full benefit of complete continuity from the first year.

107. It is, however, necessary to mention also the drawbacks of this arrangement. The difficulties of transferring pupils in the middle of their Certificate course have always been considerable, and they may be intensified under the new arrangements. There is a risk that the pupils transferred may find it very difficult to feel that they really belong to their new school. In some cases, they may have come from a primary school to the sending school only two years previously, and to be transferred again after such a short interval may well have a very unsettling effect on them. If they have not begun to settle down by the time they reach the statutory school leaving age, they are quite

likely to give up their course altogether. Moreover, the courses these pupils have been following in the sending school for the first two years may not always lead on naturally to those in the receiving school. There are also particular difficulties in the staffing of sending schools, since the number of pupils frequently does not justify the provision of a specialist teacher for each subject. This problem may become even more serious in view of the increasing shortage of specialist teachers, since the latter will tend to gravitate towards the senior secondary schools.

108. If an education authority decides that a sending school should develop four-year Certificate courses and is able to make the necessary arrangements, pupils aiming at the Ordinary grade examinations only will then be able to take their whole course in this school without interruption. Any of these pupils who in the third and fourth years show the necessary ability should be encouraged to continue their education and transfer after the fourth year to a senior secondary school with a view to taking Certificate examinations in some of their subjects on the Higher grade, but it must be recognized that they will require two more years to reach the necessary standard (paragraph 41).

109. Pupils who give clear promise of being able to take Certificate examinations on the Higher grade in the fifth year would, however, normally be handicapped if they remained in the sending school until the end of the fourth year of their course. They would seldom be able to reach the standard of the Higher grade examinations in one further year and they would therefore almost certainly lose a year as compared with pupils of equal ability in the central senior secondary school. Moreover, the sending school would rarely be able to offer them as great a choice in combinations of subjects as would the larger central school, and this might prejudice their chances of ultimate success on the Higher grade, since they might not be able to follow the courses for which they were best suited. We therefore recommend that all pupils in sending schools who by the end of the second year have without doubt shown themselves to be capable of presentation on the Higher grade in the fifth year should be transferred at the beginning of the third year to a central senior secondary school, even if the school they are attending provides a four-year course. This arrangement would incidentally have the advantage that the pupils remaining in the Certificate courses in the sending schools would be those aiming primarily at the Ordinary grade examinations, and this should make it easier for the sending schools to organize their courses and to plan syllabuses.

110. The arrangements which we suggest may, therefore, be summed up as follows. Of the schools which at present provide the first part of Certificate courses, some should in future cease altogether to do so; a few may keep their Certificate course pupils for two years only and then transfer them all to the central school; others again should develop four-year courses for those aiming at presentation on the Ordinary grade but should transfer at the beginning of the third year pupils expected to take Higher grade examinations in the fifth year. It is also possible that in certain districts one of a number of sending schools may develop four-year Certificate courses and may then serve as a central school for the others as far as the pupils who are aiming only at the Ordinary grade examinations are concerned. It is clear that education authorities will have to review their schemes of educational provision very carefully in order to determine in the case of each of their present sending schools what is likely to be the most advantageous arrangement for the pupils concerned.

111. It is essential in the interests of the pupils that there should be the closest possible co-operation between sending and receiving schools, and it is the ultimate responsibility of the education authority to see that the machinery for this co-operation exists. There should, for example, be direct consultations between the headmasters concerned, subject to the general oversight of the director of education, for such purposes as determining which pupils appear

by the end of the second year likely to profit from a course leading directly to the Higher grade examinations in some or all of their subjects and arranging appropriate transfers at this stage after consultation with the parents. In some cases, it may be necessary for the education authority to make special arrangements for the headmasters to meet, particularly where some of the sending schools are in a different education area from the receiving school.

112. Whenever pupils are transferred to a central school, all relevant information gained about them in the sending school should immediately be made available to the headmaster of the receiving school. The pupils can then be graded in the same way as those already in attendance at the central school and can be given courses suitable for them. It is likewise important that both the courses as a whole and the syllabuses in individual subjects of sending and receiving schools should be closely integrated so that pupils transferring from one school to the other should not be at any great disadvantage. In connection with such matters also, direct consultations between headmasters have proved very effective and, where meetings do not already take place, we recommend that the headmaster of the central school should take the initiative in arranging them. Regular meetings among heads of departments from both types of school would also be necessary.

113. A special and separate problem may occur in a few districts. Certain schools which at present have a small fifth-year class may find that the requirements of some of their pupils are satisfied by the Ordinary grade examinations and that the number remaining to the fifth year is too small to allow of efficient organization. In such cases the education authority must consider whether or not these schools should in future be organized on the lines just suggested for sending schools.

#### JUNIOR SECONDARY SCHOOLS

114. It is also necessary to consider how the new arrangements may affect junior secondary schools, that is, those secondary schools which at present provide no Certificate courses. As we have seen (paragraph 4), the percentage of pupils allocated to Certificate courses varies greatly from area to area. It follows that in certain areas there will be in the junior secondary schools some pupils who in other areas would be taking Certificate courses. It is therefore probable that some education authorities will find it advisable to institute courses in a number of these schools for pupils aiming at the Ordinary grade examinations. As in the case of the schools discussed in the preceding paragraphs, either these courses will be of two years' duration, potential candidates being thereafter transferred to a central school, or, where the education authority, after careful consideration, deems it advisable and can provide qualified staff and adequate accommodation and equipment, four-year courses leading to presentation on the Ordinary grade may be introduced. (Where numbers are small, we recommend the first alternative.) In areas in which a relatively large percentage of pupils in any age-group (30 per cent. or over) is allocated by the Promotion Board to Certificate courses, the introduction of Certificate courses into schools which do not at present offer any should seldom be necessary; the occasional pupil who shows promise of being able to undertake Certificate work should rather be transferred as soon as possible to a senior secondary school.

115. Since the examination on the Ordinary grade is expressly designed for approximately the ablest thirty per cent. of the pupils in any age-group (paragraph 165), it is not a suitable target for the great majority of junior secondary pupils. Only pupils who are clearly capable of benefiting from a Certificate course should therefore be allowed to embark on it, and normally they should

be taught in a separate class. The fact that certain pupils might secure a pass on the Ordinary grade in an isolated subject or two does not mean that they should be encouraged to follow a Certificate course in all their subjects. Indeed, by following a course which, taken as a whole, is clearly beyond their capacity, such pupils would lose more than they would gain. Junior secondary schools certainly ought to develop courses which will encourage pupils to stay on at school, but the objective set should be one within the reach of the pupils concerned, and for the great majority it should not be the acquisition of the Certificate. Many junior secondary schools have made great progress in developing appropriate courses for their pupils and it must be clearly understood that the introduction of Certificate courses into these schools should not be allowed to interfere with this development.

## OTHER IMPLICATIONS OF PROPOSALS

### THE SIXTH YEAR

116. We discuss the sixth year separately, partly because of its very great importance and partly because the question of what should be done in this year may appear to go beyond our remit. In our view, however, the sixth year cannot be divorced from the courses which lead up to it and must consequently be included in our Report. As at present, the pupils who remain at school for a sixth year will fall into two main categories: those who are still concerned with obtaining the passes they require at the Certificate examinations, and those who by the end of the fifth year have passed in all their main subjects. We consider each in turn.

117. Among the pupils in the first category will be those who have secured passes on the Ordinary grade in the fourth year and have continued the study of certain subjects for a further two years in the hope of taking some of these subjects on the Higher grade (paragraph 41). Others will try to increase the number of passes they hold on the Higher grade by taking the examination on this grade in those subjects in which they did not reach the necessary standard in the fifth year; some may also require additional passes on the Ordinary grade. All these pupils are in effect still following Certificate courses and for them the sixth year will be essentially an extension of the fifth year, resembling it closely in type and giving rise to much the same problems of organization. In many schools these pupils will in fact be taught along with the fifth-year pupils who hope to take the Certificate examinations in the same subjects.

118. The pupils in the second category will not be concerned to any great extent with the Certificate examinations, although some may wish to secure a pass in a subject in which they have taken a short course or to improve the range or quality of their Certificate passes in some other way. Under the new arrangements it is hoped that the number of such pupils will be substantially increased (paragraph 45). It is these genuinely post-Certificate pupils who are ready to undertake full sixth-year courses.

119. We feel strongly that an increase in sixth-year work is essential if the interests of these pupils of high scholastic ability are to be safeguarded and if recruitment is to be maintained to those professions where high academic qualifications are required. Wherever a genuine sixth-year curriculum is at present in operation, it should therefore be continued; where sixth-year work has lapsed, it should be restored; and it should be established, if at all practicable, in those schools which hitherto have provided no post-Certificate courses of study. Unless the programme of work these pupils are offered in the sixth year goes well beyond the standard of the Higher grade examinations, there is little incentive for them to make full use of their innate intelligence and capacity.

Indeed, there is a strong body of opinion which considers that the abolition of the former "Group" Leaving Certificate has led to a general decline in standards in Scottish senior secondary schools, for the reason among others that there is no longer a sieve for entry to the sixth year. In this same view, the replacement of the present fifth-year Lower grade examinations by the fourth-year Ordinary grade examinations, with the adjustment of syllabuses which this entails, will constitute a further threat to the standard of work achieved by the ablest pupils unless they are permitted, as they should be, to move ahead at their own pace. The risk is particularly great in schools where the number of post-Certificate pupils does not justify the formation of a separate class: if these pupils are taught along with those who have still to obtain passes on the Higher grade, there may be a tendency to keep the whole class at one level instead of encouraging these very able pupils to forge ahead.

120. We are very conscious of the need to encourage the development of advanced courses in the sixth year and have considered the desirability of offering an incentive. Some of our members were disposed to recommend that an examination be set on an Advanced grade in the sixth year, as was advocated by the Advisory Council in their Report on Secondary Education (<sup>1</sup>). In the opinion of these members the Higher grade should also be retained (but as a sixth-year examination) for pupils who required a more general course. The majority of our Working Party, however, are not in favour either of postponing the second major examination until the sixth year or of introducing at the present time an examination on an Advanced grade. They prefer that the examination on the Higher grade should continue to be, as at present, essentially a fifth-year examination, and that an Advanced grade should be allowed to develop naturally from the system of Ordinary and Higher grade examinations, if the need for such a grade becomes strong enough. They feel that the advantages which might accrue from the introduction of an Advanced grade are, as yet, not clearly enough established. We suggest, therefore, that another committee might be set up at an appropriate time to consider further the whole question of examinations subsequent to the examination on the Ordinary grade.

121. The development of proper sixth-year study should not, however, be dependent on any external examination. Many schools have arranged for their post-Certificate pupils separate classes in individual subjects, in which genuinely advanced instruction is given. Others, where there are too few pupils to make this practicable, have given their ablest pupils a sound course of directed study, much of it being carried out by the pupils working independently or in groups (paragraphs 88, 96 *et seq.*). As we have already indicated, we strongly advocate that every pupil with the necessary ability should be given the opportunity of following a genuine sixth-year course of study.

122. The sixth-year curriculum should differ very considerably from that of previous years; it should certainly not be a mere repetition of fifth-year work. By the time they have reached this stage, pupils will generally have a reasonably clear idea as to which subjects they intend to continue studying after they leave school, and it is natural that they should concentrate mainly, though not exclusively, on these subjects. As a result, they may study fewer subjects, and at first sight their course may appear to be more restricted than in previous years. It is, however, desirable that they should now be able to study certain subjects in much greater depth than has hitherto been possible. The time spent on consolidating and developing the study of a subject is repaid many times by the increased maturity, understanding, and judgment which the pupil acquires from it; his general outlook, far from becoming narrower as a result of this more specialized work, will be broader and more adult, and he will certainly have acquired a better foundation on which to base his future studies.

(1) Cmd. 7005; paragraph 773(3). H.M.S.O.

123. We have mentioned earlier in this Report the need to make deliberate and adequate provision of school courses which lead on naturally to the various forms of further education (paragraphs 5, 63). In some areas valuable links have already been established between schools and local centres of further education, either directly or jointly with industry. We are, however, convinced that there ought to be throughout the whole country a closer integration of secondary education with further education than exists at present. It should be accepted as normal that pupils capable of following Certificate courses will continue their formal education after leaving school. Whether they will do so at university, central institution, local technical college, or works school will be determined by their choice of career. If regular and systematic linkage of secondary and further education can be achieved, we believe that there will follow a marked and welcome reduction in the number of young people who settle down in posts which are too easy for them and who make no sustained effort to develop the abilities they undoubtedly possess.

124. The onus of securing this integration of secondary and further education cannot rest on any one body or group of people. We therefore indicate certain steps which we think might with advantage be taken and suggest whose responsibility it would be to take the initiative in each case.

125. One of the most important steps to be taken at the national level is to ensure that the possession of relevant passes at the Certificate examination is accepted as a passport to further education courses and that the point at which the pupil is allowed to enter these courses is at a level which is in keeping with that which he has attained at school. In the case of universities, the present arrangements have, on the whole, worked well. Passes in Certificate examinations secure exemption from university preliminary examinations and the requirements of the universities as to compulsory and optional subjects are well known in schools.

126. Elsewhere, while similar arrangements exist, the equating of passes is often less advantageous to the pupils. We recognize that negotiations with the many interested bodies have already been carried out by the Scottish Education Department with a view to securing adequate exemptions on the strength of Certificate passes, but the introduction of the new Ordinary grade and the consequent revision of syllabuses make further negotiation in the near future essential.

127. We realize that such exemptions can be obtained only if the school syllabuses in the various subjects form an acceptable basis for further education courses. Schools are, however, preparing pupils for many different types of further education and they must provide syllabuses which are reasonably broad in content; it follows that their syllabuses cannot be directed exclusively towards any one branch of further education. When, however, the syllabuses leading to the examinations of the Scottish Education Department have been drawn up, the comments of the various bodies interested in further education should be studied with great care and the syllabuses should be modified to take account of any special recommendations put forward by them, wherever this can be done without distorting the general educational value of any syllabus. Thereafter the Department will doubtless ascertain what recognition can be given to passes at the Certificate examination. If the recognition accorded to either grade seems inadequate, the Department should institute further negotiations in the hope of discovering any obstacles that are standing in the way of adequate recognition. For certain subjects it may be necessary to bring together representatives of the various professional institutions, universities, and schools to consider whether a syllabus acceptable to all can be worked out,

and we recommend that the Scottish Education Department should consider organizing such meetings, if they prove necessary.

128. Once a system of exemptions has been accepted, we hope that it will be possible for further education courses to be so arranged that there is no real gap between the work of the colleges and that of the schools. It is important that pupils who have successfully continued their education at school should not be at a disadvantage when they embark on further education courses; otherwise they may be discouraged at the very outset.

129. Examples of the difficulties that must be overcome are to be found in the linking of school courses with National Certificate courses <sup>(1)</sup>. In the first place, the standard of the National Certificate courses has not always been appreciated. Pupils who are able to complete satisfactorily a four-year Certificate course at school should have a reasonable prospect of success in a National Certificate course, but any who have real difficulty in reaching the standard of the Ordinary grade examinations or who fail to do so would be well advised to attend less theoretical courses. In order to avoid future misunderstandings, further education centres should seek to establish closer relations both with the schools from which their students come and with the Youth Employment Service in their area. They should also consider what they can do to ensure that the best possible educational guidance about further education courses is available to young people and, in particular, should give as clear an indication as they can of the level of ability essential to success in the various courses. In the second place, we have been led to the conclusion that the standards of entry appropriate to the various stages of further education courses leading to National Certificates should be more clearly defined and that progression to these courses from school courses should be established on a broader and more systematic basis. The introduction of the Ordinary grade affords an excellent opportunity for this to be done. Responsibility in these matters is shared by the Scottish Education Department and the professional institutions represented on the Joint Committees which operate the schemes in Scotland, and we suggest that it will be necessary for the Joint Committees to review their requirements in terms of the new Certificate. In particular, every effort should be made to eradicate certain anomalies in the exemptions hitherto granted by virtue of Certificate passes. At present, except in the case of mathematics, only passes on the Higher grade are considered as giving exemption from the corresponding subject at the S1 stage of any National Certificate course. Since the Ordinary level of the General Certificate of Education is accepted in a number of schemes as exempting on a subject for subject basis from the S1 stage, we see no reason why the possession of appropriate passes on the Ordinary grade of the Scottish Certificate examination should not secure similar exemption. If then appropriate Ordinary grade passes are accepted as exempting from the S1 stage, increased recognition should also be given to passes on the Higher grade, for example by granting appropriate exemptions at the S2 stage. Unless this is done, pupils who have the ability to take passes on the Higher grade but who intend to enter posts for which National Certificate courses normally provide the appropriate form of further education will have no incentive to remain at school after they have obtained the necessary Ordinary grade passes, although the desirability of their doing so should be widely accepted. We strongly recommend that the Scottish Education Department should consult the professional institutions through the medium of the Joint Committees with a view to ensuring that appropriate passes on the Ordinary grade of the Certificate examination should be accepted as exempting from the S1 stage of National Certificate courses, and similarly that passes on the Higher grade should secure exemptions from the S2 stage.

(1) We exclude from the references in this paragraph the National Certificate in Commerce, and deal with the position with regard to commerce in paragraph 130.



130. In the case of the corresponding courses for those engaged in commerce (including the retail distributive trades), the difficulties experienced are somewhat different, although they lead us to very similar conclusions. The number of students embarking on these courses, as distinct from those studying single subjects, is disappointing, especially as there is a considerable demand for able recruits to commerce. Hitherto the school courses which have been provided for those intending to enter the various fields of commerce have generally been for non-Certificate course pupils and there is much need for a development of appropriate Certificate courses, catering for both boys and girls. Such courses should lead on to the courses in further education of a National Certificate standard and ultimately to posts of some responsibility in commerce and industry. We consider, for example, that schools might interest some of their pupils in the recently established Commercial Apprenticeship Scheme. If regular and formal progress from secondary schools to further education centres is to be established, there must be a well-defined system of exemption by virtue of both Ordinary and Higher grade passes and all relevant information must be readily available in schools. To sum up, we recommend that there should be established closer liaison between schools and further education centres, and that the Scottish Education Department along with the National Committee for Commercial Certificates and the professional bodies concerned should give early and earnest consideration to the question of ensuring appropriate exemptions from further education courses in respect of Ordinary and Higher grade passes.

131. In our opinion it is unfortunate, and indeed short-sighted, that there should be such general unwillingness to admit to craft apprenticeships in industry pupils who have remained at school after the age of sixteen. We believe not only that both sides of industry should in their own interests welcome some older recruits to apprenticeships, but also that there would be advantage if some remission of the period of apprenticeship were granted to those who start later than normal through having remained at school to complete an appropriate Certificate course. Again, an increase by industry in the number of student apprenticeships leading directly to qualifications at the level of Central Institution associateships would provide a valuable inducement to pupils capable of taking a certificate with passes on the Higher grade to continue at school in order to do so.

132. Education authorities have an important role to play in promoting the linkage of secondary and further education, not only within their own areas, but regionally. They should, for instance, be prepared to arrange meetings, if these have not already taken place, between the headmasters of their secondary schools and the representatives of local further education centres, businesses, and industries, so that each may learn something of the others' problems and may co-operate in discussing the difficulties which are experienced when pupils transfer from school to further education. In this connection, we should like to commend the initiative shown by the Federation of British Industries in establishing a joint standing committee consisting of representatives of the Federation itself, the Association of Directors of Education, and the Association of Headmasters of Senior Secondary Schools, to discuss problems relating to both industry and schools. The education authorities should also do their best to ensure, whether directly or in co-operation with the Ministry of Labour, that the work of the Youth Employment Service is fully developed in their areas and that contacts with schools are harmonious and mutually helpful. It is, moreover, the responsibility of the education authorities to provide further education classes, not only in subjects with a vocational bias but also in other subjects, in order to enable young people to continue and develop non-vocational interests acquired at school or elsewhere.

133. The headmaster of a secondary school can usually do more than anyone else to encourage pupils to continue their studies on leaving school and to guide them towards the form of further education for which they are most suited. It is, for example, important that a pupil should embark on a course of further education which he has every prospect of completing satisfactorily; if the pupil attempts a course clearly beyond his capabilities, he is bound to fall by the wayside, whereas he might have succeeded in acquiring a less ambitious but still valuable qualification. As in the past, the headmaster will often find it advisable to arrange to see the parents of some of his pupils in order to consult their wishes and to bring to their notice the various careers open to their children. It is especially necessary that he should do so when, as frequently happens at the present time, parents, dazzled by the apparent advantages to their children of obtaining immediately a well-paid job for which no training is required, fail to realize how short-sighted their policy may be.

134. If the headmaster is to be in a position to advise his pupils and to arrange their courses satisfactorily, not only towards the end of their course but at every stage where a choice of subjects has to be made, he must have up-to-date information about the entrance requirements of the major forms of further education which his pupils are likely to undertake and should know something of the courses themselves, particularly those related to local industries. The amount of information which must be assembled and kept up to date is very considerable, and the headmaster will require to draw not only on his own knowledge and experience, but also on the resources provided by the Youth Employment Service or the Careers Advisory Service. Personal contacts are invaluable and the headmaster should be prepared to take part in, or arrange for, direct consultations with representatives of interested bodies. This does not imply that the vocational requirements of such bodies should dictate the organization of any of the pupils' courses, but a headmaster will naturally wish to make certain that each pupil's course does in fact contain the subjects which are likely to be most immediately necessary for his career.

135. In some schools a careers master has been appointed, whose special task it is to assist the headmaster in these very onerous but very important duties by, for example, studying the relevant literature, collating the information available, and advising the headmaster, parents, and pupils about the opportunities and requirements of possible careers. A careers master normally works in close collaboration with the youth employment officer or the careers advisory officer (paragraph 137). Especially where the number of senior pupils in a school is large, the appointment of a teacher as careers master has much to recommend it. In other schools a careers committee has been formed; in this case each member may deal with one or two specific professions or trades, so that together the members have all the information likely to be necessary and can advise the headmaster on these matters.

136. Teachers, especially heads of departments, should also know something of further education requirements, particularly when these affect their own subjects. They can then, wherever applicable, relate the syllabus in their subject to the pupils' future requirements in so far as these are known. It is not a question of giving specific vocational training, but rather of applying the information they thus gain to the choice of examples used to illustrate the facts of general application included in the syllabuses. Secondary school teachers should find it useful and stimulating to meet teachers of their own subject from both local technical colleges and central institutions; a frank interchange of views can be very enlightening to both groups and may do much to help bridge the gap which too often exists between school and further education.

137. The youth employment officer or the careers advisory officer, whichever is responsible for this work in the area concerned, can greatly assist

the headmaster and his staff by bringing to their notice some of the less well known forms of further education. They can frequently suggest some form of training which might suit a particular pupil and advise the headmaster on the entrance qualifications required. Close co-operation with the headmasters and teachers is essential if the work of these officers is to be fully effective.

138. The field for further education is wide and it is likely to be wider still in the future. If its potentialities are to be realized, the closest co-operation of all involved is essential.

## STAFFING

139. It is not possible to forecast with any degree of accuracy the extent to which the new arrangements will require additional staff, but certain indications of their probable effect can be given. It is expected that the number of pupils who remain to the end of the fourth year will be very considerably increased. While some schools will be able to absorb these additional pupils without difficulty, many others will require to form more classes and will, therefore, require more teachers. It is possible that, in some schools, if many pupils leave at the end of the fourth year, the numbers in the fifth year may be smaller than at present; it is, however, unlikely that they will be so far reduced as to alter the number of teachers required. Moreover, the new examination will come into force at a time when the increased birth-rate of the post-war years will affect the secondary schools.

140. The appointment of additional staff may be necessary in those schools which develop four-year Certificate courses. On the other hand, the transfer of all Certificate course pupils from some of the present sending schools may result in a reduction of staff and a more economic use of specialist teachers.

141. We have recommended that the organization of courses should be less rigid than has in general been customary hitherto: the flexibility which is so urgently required will undoubtedly entail the provision of extra staff. For example, it is hoped that it will be possible to increase the number of short courses in the fifth and sixth years and to offer more options from the third year upwards; both will make considerable demands on staff, especially as teaching groups are likely to be smaller since the pupils will be distributed among a wider range of subjects.

142. Again, the development of the separate branches of composite subjects such as science may mean the formation of new sections of a class, with the consequent need for additional teachers to take them. As is well known, there is already a very considerable shortage of teachers of science and the development of, for example, biology as a separate subject will depend on there being an adequate supply of teachers. Similarly, an extension of the number of school courses leading ultimately to the National Certificates will increase the demand for teachers of such subjects as physics, chemistry, and mathematics.

143. In general, there seems to be no doubt that the alterations in courses and examinations which we recommend will aggravate the present staffing difficulties. We therefore urge that immediate steps be taken to improve the staffing in senior secondary schools, since the flexibility of organization, desirable in itself and necessary to provide suitable courses for all pupils, is in large measure dependent on the availability of an adequate supply of qualified teachers and since the implementation of our recommendations will consequently make added demands in this respect. In our opinion, despite the initial difficulties which will have to be met, the introduction of the new arrangements is educationally so desirable that there must be no question of postponement.

144. The new organization, as well as affecting the number of teachers required, may have an influence on the type of qualification which it is desirable that teachers should possess. Teachers with full specialist qualifications will still be urgently required, but in addition there will be a growing demand for teachers with qualifications which are as wide as possible. In smaller schools and departments the increase in numbers may not be so great as to justify the appointment of additional staff, but the type of organization we recommend will make it advisable to look for teachers qualified to teach as wide a range of subjects as possible, so that a variety of courses can be offered even although specialist teachers cannot be appointed for each individual subject. In any school the availability of teachers able to take two or three subjects makes setting easier to arrange, since the number of teachers available for each subject determines the maximum number of sets that can be arranged in that subject (paragraph 85). In our view it is essential that students during their training year should have the opportunity of taking courses in a subject or subjects other than those for which they hold full academic qualifications (or the equivalent). The additional subject might be one cognate with those they already possess (e.g. geography for a graduate in English and history), so that they could teach satisfactorily a group of related subjects. Alternatively, it might be chosen because of the personal gifts or interests of the student; for instance, it would be very useful if a student with a natural gift for music or a special interest in history had some training in how to present the subject to pupils. We would therefore impress the urgency of reconsidering the Regulations for the Training of Teachers with a view to enabling prospective teachers to obtain a wider range of qualifications without loss of their basic specialist qualification.

145. The repeated references in this Report to the part to be played by headmasters make us acutely aware that the adoption of our many recommendations will add very considerably to the demands made of them. The scope of their present duties will be widened (e.g. paragraphs 15, 18, 134), their responsibility intensified (paragraphs 11, 44, 47), and the number of calls on their time and attention increased (paragraphs 11, 21, 80 *et seq.*). It may be asserted that not all of the duties implied need be undertaken by the headmaster personally and indeed that in many schools some of these duties ought to be delegated. This assertion is valid only if the headmaster has adequate assistance: and the assistance we have in mind is not clerical assistance—the necessity for which has been repeatedly emphasized—but the particularly valuable assistance which can be given to a headmaster by such members of staff as a deputy headmaster, a woman adviser, and a careers master. Appointments to such posts of special responsibility have already been made in many schools. We are convinced that the additions to the range of a headmaster's responsibilities as a result of our proposals will make it desirable for education authorities which have not hitherto made appointments of this nature to review their policy.

#### ACCOMMODATION

146. A considerable number of our proposals for the organization of senior secondary education will to a great extent depend for their success on the availability of suitable accommodation; that is, there must be adequate accommodation and it must be of an appropriate type. A careful assessment of what is likely to be required is therefore essential.

147. It seems to us clear that demands on accommodation will be heavy. What has already been said about staffing (paragraphs 139 to 143) is equally applicable to accommodation. If more classes are formed, whether because of an increase in the number of pupils remaining to complete the fourth year or because of greater flexibility and choice in the courses offered, more accom-

modation as well as more staff will be necessary. The extent of the increase cannot as yet be estimated with any accuracy for the country as a whole and can be forecast only in relation to local circumstances. A few schools may be able to absorb an extra class or extra pupils. Where, however, as in the majority of education authority areas at present, accommodation is no more than adequate, additional provision will certainly be required. We accordingly recommend as a matter of urgency that steps be taken now to provide the necessary accommodation. We have already stressed that where it is proposed to develop four-year Certificate courses in three-year comprehensive schools or in junior secondary schools, satisfactory accommodation must be provided.

148. As in the case of staffing, the situation is complicated by the fact that in the next few years the large numbers of pupils born in the post-war years will have reached the secondary schools. There may consequently be some reluctance to provide all the additional accommodation required in case it later proves redundant. Population trends, however, indicate that the number of pupils attending secondary schools is likely to remain at a comparatively high level. Moreover, it is hoped that it will ultimately be possible to effect a progressive reduction in the size of classes. Education authorities, therefore, should not hesitate to undertake immediately the provision of such additional accommodation as they estimate will be necessary when the new arrangements come into force.

149. If the numbers of both pupils and staff increase, more ancillary accommodation must be provided. In particular, additional cloakroom and lavatory provision will be necessary. There has been in recent years a welcome effort to provide adequate staffroom accommodation and we are confident that education authorities will continue to have regard to this need. The task of teachers in the next few years will be a very heavy one, and satisfactory staffroom accommodation can greatly contribute to their general well-being and, in consequence, to their efficiency. It may also be a factor in attracting and retaining the services of much needed teachers.

150. It is now recognized that all secondary schools ought to have a hall large enough to allow the pupils to be assembled. Nevertheless, many of the older schools are still without an adequate assembly hall. It should be borne in mind that proper accommodation must be available for the holding of Certificate examinations and that an assembly hall can frequently serve as an examination hall. Thus, to provide adequate accommodation for assembly may be one way of surmounting, at least in part, the difficulties of certain schools which at present lack facilities for examining at the same time a considerable proportion of their pupils. It is this lack of accommodation which prevents us from recommending that the examinations on both grades of the Certificate should be held simultaneously (paragraph 179). It may be necessary to point out that the use of assembly halls for the serving of school meals may make it extremely difficult, if not impossible, to hold examinations in them.

151. Not only will additional accommodation be necessary, but there may well be changes in the type of accommodation required. The recognition of branches of certain subjects as separate units (paragraph 49) may affect accommodation requirements. In technical subjects, for example, changes may become necessary because less time may in future be given to woodwork and metalwork and more to applied mechanics and technical drawing, since the latter are more closely aligned with National Certificate courses. Again, recent emphasis on the importance of science and its applications is undoubtedly causing more pupils to turn towards science as one of their main subjects. With the separation of the branches of science and the expected increase in the number of options in the fifth and sixth years, it is probable that more of the ablest pupils will add in the later years one or two branches of science to those they have previously been studying and that some of the other pupils who have

found the full science course rather heavy will now take at least one branch, instead of discontinuing the subject as they might formerly have done. The strong probability is, therefore, that there will be in most schools an increased demand for science laboratories, some of which will probably be required for specific branches in which there has been a marked development.

152. If pupils are to undertake independent study (paragraphs 96 to 101), there should be available rooms in which they can carry out this study without distraction. Hitherto much of this work has had to be done at the back of a classroom in which a class is being taught. However admirable the results have been in many cases, such conditions make it far from easy for the pupils to concentrate and do good work. Further, we expect that in future many more pupils will undertake independent study and it will be impracticable, as well as educationally inadvisable, to accommodate the increased numbers of pupils at the back of rooms in which classes are being taught—possibly by more active methods than formerly (paragraph 39). There should therefore be, in addition to the normal classrooms, a certain number of small reading-rooms or study-rooms. The pupils should also have access to a good school library so that they can readily consult books of reference available there. We understand that it is already the accepted practice to provide a library in all new secondary schools and to include one in the modernization of any secondary school which so far has lacked one.

153. Again, if setting is to be encouraged (paragraph 81), it will be desirable to have for each subject as many rooms as there are sets in the largest group of classes time-tabled simultaneously for that subject. The provision of a group of classrooms in close proximity to one another, to be used by teachers of the same subject or subjects, can be of great assistance in the successful development of the setting system, although it may not be an essential prerequisite.

154. The more active methods which we advocate, particularly for pupils following a course leading to the Ordinary grade examinations (paragraph 39), make greater demands on space in a classroom than does purely verbal instruction. Space is needed to allow of free movement about the classroom by both teacher and pupils; the use of visual aids requires room for equipment and for both vertical and horizontal display; modern movable furniture takes up a considerable amount of floor space. We therefore consider that the minimum size of classroom stipulated in Appendix B of the School Building Code should be substantially increased.

155. We also believe that it is educationally very desirable that each teacher of a subject or subjects for which ordinary classrooms are used should have a room of his own. It is important that the room in which, for example, mathematics is taught should provide an appropriate mathematical atmosphere; this is in practice attained only if the teacher has a room in which he takes a special interest, in which he keeps reference books for frequent consultation, and in which he builds up a suitable supply of visual aids. If teachers do not have rooms of their own, much time may be lost while they collect and transport material from room to room, and pupils may be unable to use certain equipment or reference books, since to do so would involve interrupting the work of another class. Further, it should not be assumed that, if a teacher has, say, five non-teaching periods, none of these need to be spent in his classroom. A teacher may require, before the start of certain lessons, to prepare equipment, select material, write or draw on the blackboard; and again valuable time is wasted if this has to be done while the pupils sit and wait. The efficiency of a teacher is undoubtedly enhanced when he has a classroom of his own. In the case of practical subjects, the specialized use of the various practical rooms may make such an arrangement less advantageous, but the number of rooms provided should similarly correspond to the number of teachers required.

Throughout this Report we have advocated greater flexibility of time-tabling. This can be achieved only if the headmaster has sufficient classrooms to allow of a little "elbow-room" in his organization. The provision of rooms we have just suggested would make such flexibility feasible. We would therefore recommend that the present method of calculating the total number of classrooms required should be reconsidered with a view to ensuring that it is sufficiently generous to make practicable the implementation of our recommendations.

156. Not all classes in secondary schools are of the same size, and it is at present not unusual to provide a number of smaller classrooms to seat perhaps twenty pupils. In practice it is doubtful whether this provision is justified. It severely limits the interchange of classes and makes flexible time-tabling difficult; frequently a number of smaller classrooms are required simultaneously at one period, when classes are divided into small sections for alternative subjects, and not at all at the next period. Moreover, allocation of a classroom to each teacher becomes well-nigh impossible. In our opinion the smallest classroom provided (apart from study-rooms or reading-rooms) should be able to seat any class in the secondary department.

## *Part II: The Certificate Examination*

157. Our Report has so far been concerned with the reorganization of Certificate courses and its implications. We now pass to the second half of our remit and discuss the Certificate examinations themselves and the general conditions which should govern them if the recommendations we have put forward are to be implemented. Detailed proposals regarding changes in certain individual subjects have already been made in paragraphs 49 to 52.

### HIGHER GRADE

158. The Higher grade examinations have, in the main, offered a reasonable and useful target for senior secondary pupils of high ability and they should, therefore, to a considerable extent remain unchanged. They should continue to be regarded as essentially examinations to be taken in the fifth year of senior secondary education. The warning should perhaps be repeated here that pupils aiming at taking the Higher grade examinations in any subjects in the fifth year must either by-pass the Ordinary grade examinations in these subjects or else must take them in their stride without special preparation.

159. We believe, however, that some of the changes to be made in the Ordinary grade examinations will necessitate reconsideration of the Higher grade examinations also. We have already suggested that this may be advisable in the case of some of the present composite subjects (paragraph 49). We consider that it is highly desirable that any consequential changes in the Higher grade examinations should have effect from the session following the one in which the examination on the Ordinary grade is introduced.

### ORDINARY GRADE

160. The major change in the examination system will, of course, be the introduction of examinations specifically designed for fourth-year pupils. We have already outlined the educational considerations which lay behind the

decision to make this change. It is, however, relevant at this point to mention briefly why it was thought advisable to choose the fourth year of senior secondary education as the year in which the Ordinary grade examination should be held, since this choice necessarily affects the standard and type of papers to be set.

161. We have expressed our concern at the number of pupils who leave school prematurely (paragraph 2), and we realize that pupils who, on reaching the statutory school leaving age, are very doubtful about their success in the Scottish Leaving Certificate Examination as at present organized may well hesitate to spend two further years at school in the hope of gaining a certificate. We believe that the prospect of gaining a certificate of accepted national standing in *one* additional year will induce many of these pupils to remain at school and complete a four-year course. Again, many pupils wish to embark on apprenticeships or similar forms of further training which are usually begun at the age of sixteen, i.e., when most of the pupils are finishing a fourth year of secondary education. Pupils will therefore now be able to complete full four-year courses and take the Ordinary grade examinations without forfeiting their chance of entering upon these apprenticeships or similar forms of training. Indeed, we hope that they will be able to gain exemptions from at least parts of the courses of further education and training by virtue of Ordinary grade passes (paragraphs 127, 129, 130). Furthermore, we are confident that a certificate showing passes on the Ordinary grade will be welcomed by many employers as an indication of whether a prospective employee has the particular qualifications necessary for a specific post; this may also prove an inducement for pupils to complete at least a four-year Certificate course.

162. It is recognized that at present Scottish pupils are frequently at a disadvantage compared with their English contemporaries since the first major examination they are able to take is normally taken at the age of seventeen, whereas English pupils can take the Ordinary level of the General Certificate of Education one year earlier at the age of sixteen. Passes at the latter examination are accepted by many professional bodies as satisfying their entrance requirements, and we confidently expect that passes on the Ordinary grade of the Scottish Certificate will be accepted as equivalents for this purpose.

163. For those candidates who do not intend to leave school after the fourth year, the examination on the Ordinary grade is so timed as to make it possible to complete in the fourth year a course in a subject which they do not mean to continue and so to concentrate in the following year on their other subjects. Pupils who are encouraged by success in the Ordinary grade examinations to continue their studies have still time to reach the standard of the Higher grade by the sixth year of their course (paragraph 41).

## FORM AND CONTENT OF THE EXAMINATIONS

164. Earlier in this Report we discussed the type of pupil for whom the courses leading to the Ordinary grade examinations are primarily designed and suggested what should be the essential features of the syllabuses for these courses (paragraphs 32 to 38). The considerations which led to our conclusions about appropriate syllabuses are equally valid when it is a question of determining the form and content of the examinations. We pointed out that the requirements of pupils in this category were by no means the same as those of pupils aiming at the Higher grade examinations (paragraph 33). Consequently, the Ordinary grade examinations must not be merely simplified versions of those set on the Higher grade, but must be based on the type of syllabus these pupils should be following. If the theoretical side of a subject is to be taught by means of concrete examples and references to everyday life (paragraph 39), then the



examination questions should follow suit. Again, while the Ordinary grade examinations should by no means be of an elementary nature, they should take account, especially as regards the form of questions set and the type of answers required, of the relative immaturity of the candidates.

#### STANDARD OF THE EXAMINATIONS

165. We understand that the Scottish Education Department intend to publish for the Ordinary grade examinations specimen papers in individual subjects. For their guidance we offered some general indication of the standard which should be aimed at, and we repeat here a broad statement of our views. We consider that the standard should be such that a pupil who is at the lower end of the top 30 per cent. of any age-group should, with satisfactory teaching and adequate effort on his part, have a reasonable prospect of securing passes on the Ordinary grade in at least three subjects in the fourth year. This does not imply that such a pupil's course should consist of only these three subjects, nor indeed that he should be presented in only three. It must, moreover, be remembered that this refers to the least able of the candidates for whom the examination can be regarded as a suitable target and that most pupils will be capable of gaining a larger number of passes.

166. A comparison with the existing Lower grade examinations may also be useful. (In making this comparison we are assuming that candidates for the Ordinary grade will have followed courses of a type suitable for them in content, method of presentation, and pace, and that in consequence more candidates will be able to complete the course successfully.) We consider that the level of attainment required for a pass in any subject on the Ordinary grade should be such that a candidate who would at present just pass that subject in the fifth year on the Lower grade should be able to pass in the fourth year with a reasonable margin. It follows that a considerable number of those pupils who hitherto have left school at the end of the third year because they saw little prospect of obtaining a certificate with passes on the Lower grade should now be expected to remain at school as potential candidates for the Ordinary grade examinations.

167. In order to safeguard the Scottish pass as the equivalent of an English one (paragraph 162), the standard of the Ordinary grade should approximate to and should be not lower than that of the Ordinary level of the General Certificate of Education. Comparison of standards must, of course, involve comparison of syllabuses, question-papers, standards of marking, levels of pass-marks, and percentages of passes, and the difficulty of ensuring approximate equality of standard is recognized. To obtain equality of standard there is, however, no need to have uniformity of syllabuses for Scottish and English courses and the emphasis laid on the various elements of the syllabuses may well differ in the two countries.

#### PROPOSED CONDITIONS FOR THE AWARD OF THE CERTIFICATE

##### ELIGIBILITY

168. In order to be eligible to take the Ordinary grade examinations, candidates should be in class SIV or any subsequent year of their secondary course, or they should have reached what is accepted as an equivalent stage in their education. Similarly, the Higher grade examinations should be open to

candidates in class SV or any subsequent year of their secondary course or its equivalent. As we have already implied in paragraphs 108 and 114, we recommend that presentation on the Ordinary grade be permitted from any secondary school which is in a position to provide a four-year Certificate course. We further propose that the following external candidates should be admitted to the examination on both the Ordinary and the Higher grade:—(a) students following a course of instruction at a further education centre as defined in the Further Education Code, (b) any other students put forward by an education authority or other school managers and approved by the Scottish Education Department as having followed a reasonable course of study. We recommend the inclusion of the last-named type of student in the interest of those who live in remote areas and who would otherwise be excluded from the examination.

169. Candidates from further education centres should be eligible for presentation on the Ordinary grade provided that

(i) they have completed three years' full-time secondary education at school followed, at a further education centre, by *either* one year's full-time education *or* two years' part-time education;

*or*

(ii) they attain at least the age of 17 in the calendar year in which they are presented.

Similarly, candidates from further education centres should be eligible for presentation on the Higher grade provided that

(i) they have completed three years' full-time secondary education at school followed, at a further education centre, by

(a) two years' full-time education *or* (b) one year's full-time and two years' part-time education *or* (c) three years' part-time education;

*or*

(ii) they have completed four years' full-time secondary education at school followed, at a further education centre, by *either* one year's full-time education *or* two years' part-time education;

*or*

(iii) they attain at least the age of 18 in the calendar year in which they are presented.

Candidates sponsored by education authorities or other school managers but not attending a further education centre should be eligible for presentation on the Ordinary grade provided they attain at least the age of 17 in the calendar year in which they are presented. Similarly, they should be eligible for presentation on the Higher grade provided they attain at least the age of 18 in the calendar year in which they are presented.

170. We make the above recommendations in the hope that they may forge a closer link between secondary and further education. We have stressed the importance of securing recognition of appropriate Certificate passes as giving entrance to courses leading to various trades and professions or as exempting from certain parts of such courses (paragraphs 125, 127, 129, 130). The more widely such passes are recognized, the more important it becomes that those who have left school without the necessary qualifications should be able to acquire them at a later stage by taking the Certificate examinations. Indeed, many who at present find themselves in this position are taking the General Certificate of Education examinations, and we feel that it would be fairer to them to allow them to take the Scottish Certificate examinations if they so desire, since their previous education would lead more naturally to it. We do not, however, recommend unrestricted presentation at the Certificate examinations; individual candidates should be accepted only if sponsored by an education authority or other school managers.

## OTHER CONDITIONS OF PRESENTATION

171. If the recommendation made in paragraph 47 is adopted and no subjects are by regulation made compulsory at any stage for Certificate courses, it follows that there should be no compulsory presentation in any particular subject or subjects. Accordingly we recommend that candidates should be eligible for presentation on either grade in any of the examination subjects and that the certificates issued should credit them with such passes as they have obtained. As at present, a certificate should be issued to candidates who obtain even a single pass on either grade. Any passes gained on the Ordinary grade in the fourth year should, under the new system, be retained whether or not candidates return to school. We consider that it should not be permissible to present a candidate on both grades in the same subject in any one academic year, even if the timing of the examinations should make this possible.

172. We are of the opinion that candidates should continue at school until the beginning of the summer vacation immediately following the examination which they have taken. We recommend that the system of exemptions at present in operation be continued.

## TITLE OF CERTIFICATE

173. If, as we have just proposed, a pupil may return to school and still retain the certificate he has gained, the present title of the certificate—Scottish Leaving Certificate—will no longer be appropriate. We therefore recommend that, as soon as the new regulations come into force, the name of the Certificate should be changed. In our opinion, the *Scottish Certificate of Education* would be a suitable title.

## ESTIMATES

174. We have examined the question of teachers' estimates and the form these should take. We recommend that candidates for the Ordinary grade examinations should for each subject (a) be arranged in order of merit and (b) be marked either "P" or "C." The letter "P" would signify that, in the teacher's opinion, the candidate would by the time of the examination attain a standard equivalent to a mark of 55 per cent. or over and that the teacher considered it would be an injustice if this candidate were to fail in the subject in question. Candidates marked "P" should receive no special consideration by the examiners unless they fail, when the examiners should specially investigate the case; in these circumstances, the responsible authorities should be prepared to provide evidence in support of the estimate. In the case of candidates marked "C," the results should as a rule be determined solely by their performance at the examination. In schools where several teachers are concerned in presenting candidates for the same subject, a separate order of merit should be given for each section taught as a unit.

175. For the Higher grade examination in each subject we recommend (a) that candidates should be arranged in order of merit (as explained above), and (b) that each candidate should have entered against his name one of the numbers "1," "2," "3," or the letter "C." The numbers "1," "2," or "3" would indicate, respectively, that, in the teacher's opinion, the candidate's attainment by the time of the examination would be such as to merit

- (1) a mark of 65 per cent. or more,
- (2) a mark of 58 per cent. to 64 per cent.,
- (3) a mark of 53 per cent. to 57 per cent.

As at present, candidates marked (1), (2), or (3) who fail in the examination should receive special consideration and in such cases also the responsible

authorities should be prepared to provide, at the request of the Department, satisfactory evidence in support of the estimates. The letter "C" should be used for all other presentations; in these cases the result of the examination would in normal circumstances be final. If, however, it proves in practice that no useful purpose is served by the ranges (1), (2), and (3), then we propose that the system of estimation recommended for the Ordinary grade examinations should be applied also for the Higher grade.

#### ORDINARY GRADE PASS ON HIGHER GRADE PRESENTATION

176. We recommend that the present practice whereby a candidate who fails on the Higher grade is considered for the award of a pass on the Lower grade should be continued for the Ordinary grade examinations.

#### ILLNESS OF CANDIDATES; ADVERSE CIRCUMSTANCES

177. Where a candidate marked as "P" on the Ordinary grade or as "1," "2," or "3" on the Higher grade has been prevented by illness or other sufficient cause from attending the whole or any part of the examination, we recommend that the case should receive special consideration. In the case of candidates marked "C," we suggest that the Department should determine from the school's order of merit whether in fact the candidate should be given special consideration. A similar arrangement should operate where the Department are satisfied that a candidate's performance at the examination or the order of merit in which he appears may have been affected by adverse circumstances.

#### RIGHT OF APPEAL

178. The right of responsible authorities to appeal on behalf of individual candidates should, of course, be retained under the same conditions as operate at present.

#### DATE OF EXAMINATIONS

179. We consider that it is educationally desirable that both the Ordinary grade and the Higher grade examinations should be held as late in the session as is practicable, i.e. in the latter half of May and the beginning of June. Two major difficulties, however, stand in the way. The Department have assured us that it would be impossible to issue before the end of the session the results of an examination held in May and June, and many headmasters have indicated that this would handicap potential entrants to universities and other educational establishments and would make it difficult to give careers guidance and to arrange time-tables for the following session. The other difficulty is that, although the majority of schools could accommodate candidates for both grades simultaneously, a substantial number of schools would find it almost impossible to do so. The first of these difficulties seems to us less serious in the case of the Ordinary grade examinations. We therefore recommend—

- (1) that the Ordinary grade examinations be held in the month of May;
- (2) that, for at least the first two or three years of the new arrangement, the Higher grade examinations should continue to be held in the month of March;
- (3) that the means of surmounting the difficulties with regard to accommodation and the issue of results be investigated and all necessary steps taken to ensure that, as soon as possible, it should become practicable to hold the examinations on both grades in the month of May.

## SUMMARY OF THE REPORT

180. For ease of reference we recapitulate below the main points in this Report. Recommendations and other matters to which we attach especial importance are printed in italics.

### PART I: ORGANIZATION OF CERTIFICATE COURSES

#### INTRODUCTION

- 1-8: We outline some of the educational reasons for re-organizing Certificate courses.

#### SELECTION OF PUPILS

##### *Promotion Procedures*

- 9: Some system of selection for Certificate courses is essential.  
10: The present classification is over-rigid and places too much emphasis on the literary side.  
11: Promotion procedures assess ability and attainment; this is important for the selection of those pupils who should take Certificate courses. Other factors are of value in determining which types of course the pupils should follow. We consider that there should be the closest possible collaboration and consultation between the headmaster and teachers of the sending primary schools and those of the receiving secondary school. We emphasize the importance of co-operation with parents.

*We recommend that promotion boards should confine their decision to the selection of those pupils who show reasonable promise of profiting from a senior secondary education, and that further classification should be the responsibility of the receiving headmaster.*

##### *Allocation to classes*

- 12: The headmaster should have at his disposal all the information available about incoming pupils and should draw on it when deciding the allocation of pupils to classes.  
13: The headmaster should have discretion to re-allocate pupils at any later stage.

#### FIRST YEAR OF CERTIFICATE COURSES

- 14: We stress the importance of the first year. Three aspects deserve special attention:  
(i) it should be made possible for the pupil to adapt himself with growing confidence to the secondary school;  
(ii) a firm foundation should be laid for future work;  
(iii) a more reliable assessment of each pupil's capabilities should result.

(i) *Adaptation to the secondary school*

- 15: The pupil must be assisted to adapt himself to his new surroundings and to having a number of different teachers.  
We are of the opinion that there ought to be one teacher who has a special responsibility for each class and we suggest what his duties should be.  
We recommend that headmasters should be given in confidence any available information about the health of their pupils and should have the right to pass it on, where appropriate, to their class masters.

(ii) *Laying a firm foundation*

- 16: *We are strongly of the opinion that it is educationally sound to start with a limited curriculum and to add to it only when the pupils prove they are capable of carrying a heavier load. (A minority of us consider that the courses at present provided from the outset for the very ablest pupils need not be reduced.)*  
17: We suggest two ways of lightening first-year courses: (a) by restricting syllabuses, (b) by restricting the number of subjects in a course. *We recommend that headmasters should seriously consider the advisability of applying both methods.*  
18: (a) Restricting syllabuses:  
The content of each subject must be kept within reasonable limits. It is of the first importance to enable the pupils to consolidate their work thoroughly in each subject.  
19: (b) Restricting the number of subjects:  
We discuss the selection of subjects to be included in courses.  
20: Pupils with time available may, with advantage, be given periods of supervised study or preparation.

(iii) *Assessment of pupils' capabilities*

- 21, 22: The headmaster should have the assistance of subject teachers and class masters in his review of the pupils' work and in his assessment of their capabilities. He should decide whether any adjustment of the pupils' courses is necessary.

DIFFERENTIATION OF COURSES AND SYLLABUSES

- 23: *We strongly advocate that differentiation of syllabuses should take place as soon as the need for it becomes apparent.*  
24: We believe that for each pupil a decision as to which subjects he will study with a view to presentation on the Ordinary grade in the fourth year and which subjects, if any, he will study with a view to presentation on the Higher grade in the fifth year cannot be postponed beyond the end of the second year without prejudicing the chances of success of the majority of the pupils concerned.

*The ablest pupils*

- 25: *It is essential that none of the new arrangements should result in any diminution of effort on the part of the ablest pupils or should make it in any way less easy than at present for them to pass the Higher grade examinations in the fifth year with as wide a margin as their abilities allow.*

- 26: A pupil capable of being presented on the Higher grade in the fifth year should have progressed in his fourth year well beyond the standard of the Ordinary grade.
- 27, 28: We explain the need to review courses, syllabuses, and methods of presentation to allow of more variety of courses and to stimulate active interest among the pupils.
- 29: We deal with some ways of ensuring that these pupils receive appropriate instruction.
- 30: As these pupils progress up the school, they should add subjects to their original course.
- 31: We express the hope that they will continue at school for a sixth year.

*Pupils taking minimal Certificate courses*

- 32: We indicate which pupils are likely to take minimal Certificate courses.
- 33-36: These pupils require courses which, although not easy, will be of a different type from those taken by the ablest pupils. Syllabuses and methods of presentation may have to be changed.
- 37: (a) The syllabuses should be relevant to everyday life.
- 38: (b) The syllabuses, especially towards the end of the courses, should reflect the vocational interests of the pupils.
- 39: (c) The methods of presentation should be essentially practical.
- 40, 41: A course for these pupils must (i) form a complete and satisfactory unit; (ii) afford a reasonable basis for the type of training to which the pupils leaving school are likely to proceed; (iii) afford a reasonable basis for further study at school.
- Pupils remaining at school after the fourth year may either broaden their studies or deepen them.
- Granted the necessary ability, pupils who have reached the Ordinary grade standard in any subject should be able to take the Higher grade examination in that subject with a reasonable prospect of success after a further two years' study.

*The remaining Certificate course pupils*

- 42: The problem here is mainly that of ensuring adequate flexibility and variety of courses for these pupils.
- 43: If pupils are allowed to discontinue any subject in which they have gained a pass on the Ordinary grade, many new variations in courses should then be possible.
- 44: The difference in standard between the Ordinary and the Higher grade and the proposed abolition of compulsory subjects should also make it easier to adjust a pupil's course to suit his capabilities.

PLANNING OF CERTIFICATE COURSES

*Possible effects of the Ordinary grade examinations on the curriculum*

- 45: We summarize the different ways in which the new Ordinary grade examinations may be made to fit into the curriculum.

*Some proposed changes and their effects on planning*

- 46: Certain probable changes, both general and in respect of individual subjects, are likely to affect planning.
- 47: *We recommend that no subjects should by regulation be made compulsory at any stage for Certificate courses.*  
*We recommend that Regulation 21(2) of the Schools (Scotland) Code be reconsidered with a view to making it rather less restrictive than it now is.*
- 48: We discuss the position of a number of subjects which may be affected by the abolition of the requirement that they be included in all courses. These are art, music, science, history, and geography.  
(i) We feel that it is very desirable that courses should normally include both art and music in the first two years and that thereafter there should be at least some element of aesthetic education. In this connection we urge that schools be encouraged to undertake considerable experiment in extra-curricular activities both within and outwith school hours. We hope that many pupils will take at least one of these subjects on the Ordinary grade.  
(ii) The syllabuses in science for the first two years should be wide enough to make pupils aware of the importance of science in our everyday life.  
(iii) Syllabuses in history and geography should have regard to the fact that some pupils may study them for two years only; in the case of history we recommend that account should be taken of the need for all pupils to have made some study of the modern period. More pupils may be able to take both history and geography to the Ordinary grade level; some may take social studies instead.
- 49: *We recommend that certain subjects which at present are composite—science, technical subjects, homecraft, commercial subjects—should be divided into branches and that there should be, at least from the beginning of the third year, a separate syllabus for each branch. Separate examinations should be set and separate passes awarded in each of the branches.*  
We are of the opinion that the separation of the branches on the Higher grade is a matter of pressing urgency and we recommend that, in science, technical subjects, and commercial subjects, proposals should be formulated forthwith. In the case of homecraft, proposals have already been put forward.
- 50: *We recommend that English should continue to be one subject embracing both language and literature as at present.*
- 51: *We recommend that provision be made for the introduction of Ordinary grade Certificate courses in biology, social studies, applied mathematics, horticulture, and navigation.*
- 52: *We recommend that arithmetic be given the status of a subject qualifying for a pass on the Ordinary grade.*
- 53: We point out the possible effects of these changes.

*Starting-points for planning and general principles to be observed*

- 54: A review of courses previously offered may give a headmaster useful information.
- 55: General principles which should be observed in planning suitable courses are: (i) a school course must provide a good general education for the pupils; (ii) it must be of an appropriate level of difficulty for the pupils directly concerned; (iii) it must arouse and maintain



their present interest; (iv) it must be suitable as a basis for their future training or work.

(i) General education:

56: The course as a whole should provide the pupils with a good background of general knowledge and should train them to use it sensibly.

57: Each course should make due provision for the pupils' intellectual, aesthetic, and physical education.

58: The fundamental importance of giving a sound training in moral values is beyond question.

59: Pupils should be given the opportunity of cultivating those qualities of character to which extra-curricular activities can contribute so much. The total weight of a pupil's course must not prevent him from taking part in such activities.

(ii) Appropriate standard:

60: Each course must afford the pupils who are taking it full scope to develop their abilities without causing them undue strain.

(iii) Maintenance of interest:

61: Content and methods should be varied to suit the pupils.

62: Time should be made available for the development of special interests.

(iv) Basis for future training or work:

63: *We recommend that all possible steps be taken to make it easy for pupils on leaving school to move on to appropriate forms of organized post-school education.*

64: We summarize the type of course we envisage.

#### *Application of general principles*

65-67: We comment on certain difficulties in applying these principles in all cases; some measure of compromise may be necessary.

We believe that, in general, the number of options offered to pupils can be increased under the new arrangements.

#### *Suggestions as to drawing up courses*

68-79: We offer some suggestions about the framing of courses and deal in turn with each year up to, and including, the fifth year. The curriculum will undoubtedly become more complex from the third year onwards, and, in paragraphs 75 to 77, we outline one possible approach to the problem of organizing courses for the third and subsequent years.

### WAYS OF IMPLEMENTING PROPOSALS

#### *Setting*

80, 81: We explain the need for "setting" wherever this is practicable.

82, 83: Certain prerequisites for the successful operation of this system and its advantages are mentioned.

84: Setting is more desirable in some subjects than in others.

85, 86: We consider the extent to which setting is practicable.

### *Group Teaching*

- 87: Group teaching is necessary in certain circumstances.  
88: Group teaching has a contribution to make in the training of pupils.  
89: It is essential to plan the work very carefully beforehand.  
90: Group teaching can be very valuable, but it does make additional demands on the teacher.

### *Ensuring flexibility in the fifth and sixth years*

- 91: If pupils are allowed to discontinue the study of a subject or subjects in the fifth year, the time available as a result can be successfully used if provision is made for one or more of the following: (a) regular supplementary classes in one or two subjects for which there is considerable demand or need; (b) a number of short courses; (c) individual study periods.  
(a) Supplementary classes:  
92: We consider the advantages and disadvantages of supplementary classes.  
(b) Short courses:  
93: The beginning of the fifth year may in future be an appropriate time for pupils, especially the ablest, to take up a short course in one or more subjects.  
94: Pupils may wish to take short courses for a variety of reasons.  
95: Short courses may be valuable even if they do not lead to passes in the Certificate examinations.  
(c) Independent study:  
96, 97: If pupils have acquired the habit of studying independently, it is easier to arrange short courses for them or to give them additional time for subjects in which they are comparatively weak.  
98: Before leaving school, pupils ought to have learnt to study independently.  
99: We suggest that there should be from the first year onwards conscious and progressive training of the pupils so that they can profitably undertake individual study.  
100: We admit that initially the pupils may appear to make slower progress when working on their own.  
101: In our opinion it is of paramount importance that there should be nothing haphazard about the arrangements for pupils' undertaking independent study. Certain teachers must be given direct responsibility for guiding the work of the pupils and for checking their progress regularly. This must be a recognized part of the duties of these teachers and they must be allowed adequate time to carry it out.

## IMPLICATIONS OF PROPOSALS FOR CERTAIN TYPES OF SCHOOLS

### *Three-year comprehensive schools*

- 102: Transfer of Certificate course pupils from these schools to senior secondary schools at the end of the third year will no longer be practicable. When should such transfer take place?  
103: *We recommend that, wherever possible, arrangements should be made whereby pupils do not have to change their school before completing their Certificate course.* In most cases this means that all pupils considered capable of taking a Certificate course should be brought into a senior secondary school at the promotion stage.

- 104: The system whereby pupils allocated to two-language courses are sent at the beginning of the first year to the central senior secondary school and those allocated to one-language courses are transferred after three years to it from the sending school will not be possible if our recommendation in paragraph 11 is adopted.
- 105: If Certificate course pupils are not sent at the outset to a central senior secondary school, *education authorities must study the circumstances of each sending school and must decide whether to transfer pupils to the central school after two years or to arrange for the sending school to develop four-year Certificate courses.* The latter decision should be taken only if the school can be adequately staffed and equipped for this purpose.
- 106, 107: We indicate the advantages and disadvantages of transferring pupils to the central school at the beginning of the third year.
- 108: Where a sending school develops four-year Certificate courses, pupils aiming at the Ordinary grade only need not change schools.
- 109: *We recommend that all pupils in sending schools who by the end of the second year have shown that they are clearly capable of taking Certificate examinations on the Higher grade in the fifth year should be transferred at the beginning of the third year to a central senior secondary school.*
- 110: We summarize the various arrangements that we suggest for the present sending schools.
- 111: Close co-operation between sending and receiving schools is essential and it is the ultimate responsibility of the education authority to see that the machinery for this co-operation exists.
- 112: *All relevant information about pupils who have been transferred should be sent to the headmaster of the receiving school. Certificate courses and syllabuses of sending and receiving schools should be closely integrated.* Direct consultations between headmasters have proved very effective and, where meetings do not already take place, we recommend that the headmaster of the central school should take the initiative in arranging them. Regular meetings among heads of departments from both types of school would also be necessary.
- 113: Very small senior secondary schools may have too few pupils in the fifth year to allow of efficient organization; they may become sending schools.

#### *Junior secondary schools*

- 114: It is probable that some education authorities will find it advisable to institute in a number of junior secondary schools courses for pupils aiming at the Ordinary grade examinations. In areas where a large percentage of pupils in any age-group is allocated to Certificate courses, the introduction of such courses should seldom be necessary.
- 115: *Only pupils who are clearly capable of benefiting from a Certificate course should be allowed to embark on it.*

#### OTHER IMPLICATIONS OF PROPOSALS

##### *The sixth year*

- 116: The pupils in this year fall into two main categories: (a) those concerned with obtaining further Certificate passes and (b) genuine post-Certificate pupils.

- 117: For the pupils in the first category the sixth year will be essentially an extension of the fifth year.
- 118: Under the new arrangements it is hoped that the number of post-Certificate pupils will increase.
- 119: We feel strongly that an increase in sixth-year work is essential. The ablest pupils must be encouraged to go ahead at their own pace.
- 120: We recognize the need to encourage development of advanced courses. The majority of our Working Party are not in favour of postponing the second major examination until the sixth year or of introducing at the present time an Advanced grade examination. We suggest that another committee might be set up at an appropriate time to consider further the whole question of examinations subsequent to the examination on the Ordinary grade in the fourth year.
- 121: *We strongly advocate that every pupil with the necessary ability should be given the opportunity of following a genuine sixth-year course.*
- 122: It is desirable that pupils should now be able to study certain subjects in much greater depth than has hitherto been possible.

### *Linkage with Further Education*

- 123: *We are convinced that there ought to be a closer integration of secondary education with further education than exists at present.*
- 124: The onus of securing this integration cannot rest on any one body.
- 125-127: *We underline the importance of securing appropriate exemptions from parts of further education courses by virtue of Certificate passes. If the recognition accorded to either grade seems inadequate, the Scottish Education Department should institute further negotiations. For certain subjects it may be necessary to bring together representatives of the various professional institutions, universities, and schools to consider whether a syllabus acceptable to all can be worked out and we recommend that the Scottish Education Department should consider organizing such meetings, if they prove necessary.*
- 128: Once a system of exemptions has been accepted, we hope that it will be possible for further education courses to be so arranged that there is no real gap between the work of the colleges and that of the schools.
- 129: Difficulties and anomalies in the linking of school courses with National Certificate courses show the need for closer co-operation. We consider that further education centres should seek to establish closer relations both with the schools from which their students come and with the Youth Employment Service in their area. *We strongly recommend that the Scottish Education Department should consult the professional institutions through the medium of the Joint Committees with a view to ensuring that appropriate passes on the Ordinary grade of the Certificate examination should be accepted as exempting from the S1 stage of National Certificate courses and similarly that passes on the Higher grade should secure exemption from the S2 stage.*
- 130: The difficulties experienced with regard to courses for those engaged in commerce are different, but they lead us to similar conclusions. *We recommend that there should be established closer liaison between schools and further education centres, and that the Scottish Education Department, along with the National Committee for Commercial Certificates and the professional bodies concerned, should give early and earnest consideration to the question of ensuring appropriate*

*exemptions from further education courses in respect of Ordinary and Higher grade passes.*

- 131: We regret that the present linkage of school courses with the various forms of apprenticeship is not more satisfactory.
- 132: We discuss the role of education authorities in relation to further education.
- 133, 134: The headmaster has also a very important part to play in this connection.
- 135: The appointment of a careers master has much to recommend it, especially where the number of senior pupils in a school is large.
- 136: Heads of departments should know something of further education requirements.
- 137: Youth employment officers and careers advisory officers can be of great assistance to headmasters.
- 138: All concerned must co-operate in ensuring a satisfactory development.

### *Staffing*

- 139-143: Additional staff is likely to be required because of (a) an increase in the number of pupils, (b) the provision of four-year Certificate courses in certain schools, (c) the demands of a more flexible organization of courses, and (d) the development of certain branches of subjects.

*We urge that immediate steps be taken to improve the staffing in senior secondary schools since the flexibility of organization, desirable in itself and necessary to provide suitable courses for all pupils, is in large measure dependent on the availability of an adequate supply of qualified teachers and since the implementation of our recommendations will consequently make added demands in this respect. In our opinion, despite the initial difficulties which will have to be met, the introduction of the new arrangements is educationally so desirable that there must be no question of postponement.*

- 144: Teachers with full specialist qualifications will still be urgently required but there will be a growing demand for teachers with qualifications which are as wide as possible.

*We would impress the urgency of reconsidering the Regulations for the Training of Teachers with a view to enabling prospective teachers to obtain a wider range of qualifications without loss of their basic specialist qualification.*

- 145: The duties and responsibilities of headmasters will be increased under the new arrangements. The need for assistance from such members of staff as a deputy headmaster, a woman adviser, a careers master will consequently be greater and we are convinced that some education authorities will require to review their policy in this respect.

### *Accommodation*

- 146: If our proposals are to be successfully implemented, there must be adequate accommodation and it must be of an appropriate type.
- 147: The demands on accommodation are likely to be heavy.  
*We therefore recommend as a matter of urgency that steps be taken now to provide the necessary accommodation.*
- 148: Accommodation provided is not likely to become redundant.

- 149: More ancillary accommodation will be required both for pupils and for staff.
- 150: We point out that proper accommodation must be available for the holding of Certificate examinations.
- 151-153: There may be changes in the type of accommodation required. For example, there should be a certain number of small reading-rooms in which pupils can undertake independent study.
- 154: *We consider that the minimum size of classroom stipulated in Appendix B of the School Building Code should be substantially increased.*
- 155: It is educationally very desirable that each teacher of a subject or subjects for which ordinary classrooms are used should have a room of his own. In the case of practical subjects, the specialized use of the various practical rooms may make such an arrangement less advantageous, but the number of rooms provided should similarly correspond to the number of teachers required.  
A school should have sufficient classrooms to allow of flexibility in time-tabling.  
*We recommend that the present method of calculating the total number of classrooms required should be reconsidered with a view to ensuring that it is sufficiently generous to make practicable the implementation of our recommendations.*
- 156: In our opinion the smallest classroom provided (apart from study-rooms or reading-rooms) should be able to seat any class in the secondary department.

## PART II: THE CERTIFICATE EXAMINATION

- 157: We pass to the second half of our remit.

### HIGHER GRADE

- 158, 159: The Higher grade examinations should to a considerable extent remain unchanged, but some of the changes to be made in the Ordinary grade examinations may necessitate reconsideration of the Higher grade examinations also.  
*We consider that it is highly desirable that any consequential changes in the Higher grade examinations should have effect from the session following the one in which the examination on the Ordinary grade is introduced.*

### ORDINARY GRADE

- 160-163: We outline the reasons why it was considered advantageous to hold the examination on the Ordinary grade in the fourth year of senior secondary education.

#### *Form and content of the examinations*

- 164: *The Ordinary grade examinations must not be merely simplified versions of those set on the Higher grade, but must be based on the type of syllabus the pupils should be following. They should also take account, especially as regards the form of questions set and the type of answers required, of the relative immaturity of the candidates.*

- 165-167: *We suggest that the standard of the examinations should be such that a pupil who is at the lower end of the top 30 per cent. of any age-group should, with satisfactory teaching and adequate effort on his part, have a reasonable prospect of securing passes on the Ordinary grade in at least three subjects in the fourth year. We also indicate in terms of the present Lower grade and of the Ordinary level of the General Certificate of Education what, in our opinion, the standard of the new Ordinary grade should be.*

PROPOSED CONDITIONS  
FOR THE AWARD OF THE CERTIFICATE

*Eligibility*

- 168: *For presentation on the Ordinary grade, candidates should be in class SIV or any subsequent year, or they should have reached what is accepted as an equivalent stage in their education. Similarly, for presentation on the Higher grade, candidates should be in class SV or any subsequent year or its equivalent. We further propose that the following external candidates should be admitted to the examination on both the Ordinary and the Higher grade: (a) students following a course of instruction at a further education centre as defined in the Further Education Code; (b) any other students put forward by an education authority or other school managers and approved by the Scottish Education Department as having followed a reasonable course of study.*
- 169: We put forward proposals as to the conditions which might govern entry of external candidates to the examination.
- 170: We give our reasons for making the above proposal.

*Other conditions of presentation*

- 171: *We recommend that candidates should be eligible for presentation on either grade in any of the examination subjects and that the certificates issued should credit them with such passes as they have obtained. Any passes gained on the Ordinary grade should be retained whether or not candidates return to school. It should not be permissible to present a candidate on both grades in the same subject in any one academic year.*
- 172: We are of the opinion that candidates should continue at school until the beginning of the summer vacation immediately following the examinations which they have taken. We recommend that the system of exemptions at present in operation be continued.

*Title of Certificate*

- 173: We suggest that an appropriate title would be the "Scottish Certificate of Education."

### *Estimates*

- 174: *We recommend that candidates for the Ordinary grade examinations should for each subject (a) be arranged in order of merit and (b) be marked either "P" or "C."*
- 175: *We recommend that candidates for the Higher grade examinations should for each subject (a) be arranged in order of merit and (b) be marked "1," "2," "3," or "C." If, however, no useful purpose is served by using "1," "2," "3," we propose that "P" and "C" be used for the Higher grade also.*

### *Ordinary grade pass on Higher grade presentation*

- 176: *We recommend that the present practice whereby a candidate who fails on the Higher grade is considered for the award of a pass on the Lower grade should be continued for the Ordinary grade examinations.*

### *Illness of candidates; adverse circumstances*

- 177: *Where a candidate marked "1," "2," "3," or "P" has been prevented by illness from attending the examination, or where the performance of such a candidate may have been affected by adverse circumstances, we recommend that the case should receive special consideration.*

### *Right of appeal*

- 178: *The right of responsible authorities to appeal on behalf of individual candidates should be retained.*

### *Date of examinations*

- 179: *We recommend:*
- (1) that the Ordinary grade examination be held in the month of May;*
  - (2) that, for at least the first two or three years of the new arrangement, the Higher grade examination should continue to be held in the month of March;*
  - (3) that the means of surmounting the difficulties with regard to accommodation and the issue of results be investigated and all necessary steps taken to ensure that, as soon as possible, it should become practicable to hold both examinations in the month of May.*

## CONCLUSION

181. We cannot conclude without expressing our great indebtedness to our Secretary, Miss M. S. Thomson, whose special knowledge and outstanding helpfulness and industry have been invaluable to us at all stages of our deliberations as well as in the preparation of this Report. We would also thank Mr. J. C. McLean, of the Scottish Education Department, who has helped us greatly in a large variety of ways.

182. Our signatures indicate our general acceptance of this Report. Apart from the very few instances where specific mention has been made of the



divergence of opinions among us, we have reached agreement on all matters of principle. It is, however, not to be expected that each of us fully endorses every point of detail.

We have the honour to be, Sir,

Your obedient Servants,

J. S. BRUNTON, *Chairman*

A. B. CAMERON

J. N. C. CLARK

JAMES CRAIGIE

WM. McL. DEWAR

DAVID DICKSON

J. P. FORSYTH

P. M. GILLAN

W. S. GRAY

ALEX. INGLIS

FRANCES E. KENNEDY

JOSEPH KIDD

ROBERT MACINTYRE

J. M. URQUHART

MARY S. THOMSON, *Secretary*.

## APPENDIX

During our consideration of the organization of Certificate courses, we found it advisable to draw up a number of sample courses in order to verify that what we were proposing was realistic. We give some of these courses here, but we wish to emphasize that they were drawn up experimentally and are not to be regarded as suitable for all schools. Nor do we suggest that all these courses would be practicable in any one school; some of them would indeed be appropriate in rather exceptional circumstances only. We are aware that they do not all conform to the grouping of subjects included in paragraph 76 of the Report. We pointed out, however, that this grouping was given only to illustrate a possible approach to the problem of planning courses and that the table would not be universally applicable since circumstances varied so greatly from school to school.

In all courses given below it is assumed that provision will be made throughout for religious, physical, and aesthetic education.

### (i) *Years 1 and 2*

English

History

Geography

Mathematics

Science

Language

Homecraft or

Technical Subjects

### *Years 3 and 4*

English

History or Geography

Mathematics

Science (1 branch)

Language

Homecraft (1 branch) or

Technical Subjects (2 branches)  
or Geography or History

It will be noted that the possibility exists here of including both history and geography in the later years, an arrangement which might be of great advantage or interest to certain pupils. In general, it is assumed in these courses that a pupil studying mathematics would also be able to take the examination in arithmetic.

(ii) <i>Years 1 and 2</i>	<i>Years 3 and 4</i>
English	English
History	History or Geography
Geography	
Arithmetic or Mathematics	Arithmetic or Mathematics
Science	Science (2 branches) or Art
Art	
Homecraft or	Homecraft (1 branch) or
Technical Subjects or	Technical Subjects (2 branches)
Music	or Commercial Subjects (2 branches) or Music

In general, this is a lighter course than most of those provided, in that a smaller number of subjects is professed. If arithmetic is chosen, the science subjects would normally be botany and zoology (or biology) since a full course in mathematics would be desirable for pupils taking chemistry or physics.

(iii) <i>Years 1 and 2</i>	<i>Years 3 and 4</i>
English	English
	History
Geography	
Mathematics	Mathematics
Science	Science (2 branches) or French
Latin	Latin
German	German or Greek or Russian

Despite the comparatively small number of subjects professed simultaneously, most pupils would find this course very exacting. In it *experimentally* history is substituted for geography in the third and fourth years. It is thought that very able pupils, starting the formal study of history at a time when they are more mature, might be able to reach either the Ordinary grade in the fourth year or the Higher grade in the fifth. Some would then continue to do more advanced work in history; others might resume the study of geography with a view to taking the Ordinary grade examination in that subject also. In this course science can be taken with Greek, German, or Russian (rarely possible at present). It also allows a prospective scientist to acquire the elements of both German and Russian or of both German and Greek. Of the courses outlined here this is the one which makes the heaviest demands on time.

(iv) <i>Years 1 and 2</i>	<i>Years 3 and 4</i>
English	English
History	History or Geography
Geography	
Mathematics	Mathematics
Science	Science ( <i>three</i> branches)
Language	Language (Russian or German) or
Homecraft or	Homecraft (1 branch) or
Technical Subjects	Technical Subjects (2 branches)

In this course the emphasis is on the science subjects. Greater provision for pupils with a scientific bent is an urgent necessity.

(v) Year 1	Year 2	Years 3 and 4
English History Geography Mathematics Science	English History Geography Mathematics <i>and</i> Science <i>or</i> Arithmetic <i>and</i> Commercial Subjects	English History or Geography  Mathematics <i>and</i> Science (2 branches) <i>or</i> Arithmetic <i>and</i> Commercial Subjects
Art	Art or Homecraft <i>or</i> Technical Subjects <i>or</i> Language	Art or Homecraft (1 branch) <i>or</i> Technical Subjects (2 branches) <i>or</i> Language

In the second year, mathematics has been limited to arithmetic for those who intend to take commercial subjects, and art becomes an alternative to technical subjects, homecraft, or a foreign language. The only change in subsequent years is the offering of history and geography as alternatives.

(vi) Year 1	Year 2	Years 3 and 4
English History Geography Mathematics Science Language	English History Geography Mathematics Science Language Commercial Subjects	English History or Geography  Mathematics  Language Commercial Subjects (2 branches)

This course exceptionally introduces commercial subjects in the second year and retains mathematics and a foreign language, but includes no science beyond the second year.

(vii) Year 1	Year 2	Years 3 and 4
English History Geography French	English History Geography French Latin	English   French Latin
Mathematics Science	Mathematics Science	Mathematics Greek or German or Russian or Spanish

This course is suitable for pupils with a strong linguistic bent but it avoids committing them to a linguistic course until they have in the first year proved themselves capable of attempting it.